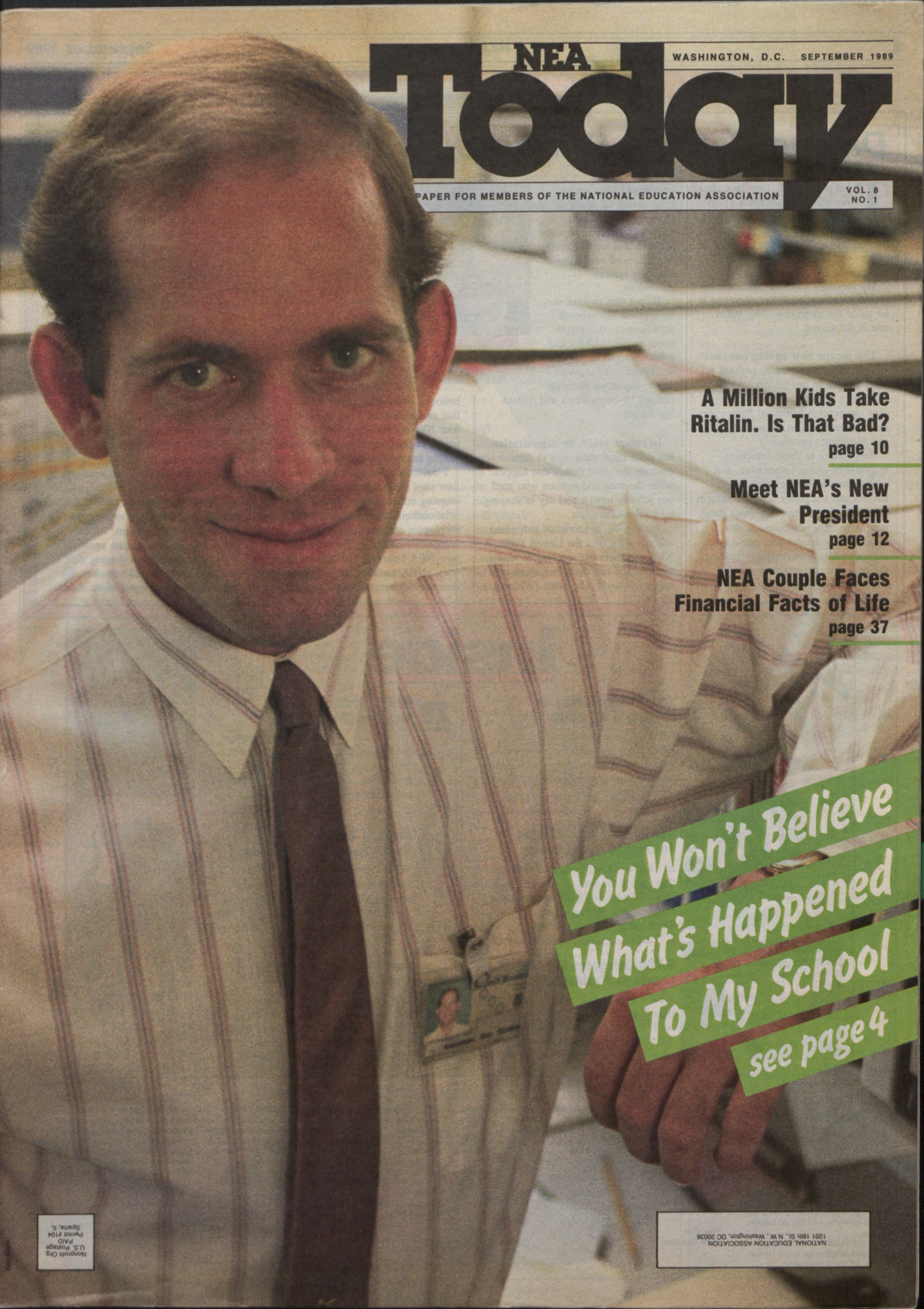
NEA Today

WASHINGTON, D.C. SEPTEMBER 1989

PAPER FOR MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION

VOL. 8
NO. 1



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NATIONAL EDUCATION ASSOCIATION
1201 16th St., N.W., Washington, DC 20036

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PRESIDENT'S VIEWPOINT

Driving Reform, Driving Our Agenda

This past July 5, two days after my election as NEA's 117th president, I addressed the 8,700 elected delegates to our annual Representative Assembly. I wanted to deliver one simple, straightforward message.

My message was this: We must remain true to our past. But nostalgia is no guide for tomorrow. The status quo is not sacred.

The decade now ending has challenged our Association as perhaps no other decade in our history. All of us who work in public education have seen our schools criticized from every imaginable direction, often fiercely and sometimes mindlessly.

Responding to those criticisms—responsibly—hasn't been easy. But we've done it. We've helped policymakers and the public separate reform proposals that make sense from those that make only headlines. Today, thanks to our hard work, our Association's vision is increasingly guiding the education reform movement. More and more Americans now understand what we've been saying all along: meaningful education reform will arrive only when the men and women on the front lines of education steer the reform movement.

To put that another way, to improve our schools significantly, our nation needs to put teachers and school staff in the driver's seat. And that means an end to top-down decision making by bureaucrats and distant legislators.

Joe Di Dio

NEA President
Keith Geiger

In recent years, no organization has done more than ours to demonstrate the good things that happen when the men and women who staff our schools have a real say in shaping how schools are run.

Right now, in scores of individual schools all across the United States, NEA members are working in teams to make the key decisions about how learning should take place. We're going to continue and expand the NEA projects that have been supporting these efforts.

But we're not going to stop there. This fall, we're going to launch our NEA Learning Laboratories Initiative—and show that entire school districts, not just individual schools, can change the way they do business.

At our July NEA convention, I had the honor of hosting the press conference that announced the sites of our first four NEA Learning Lab school districts. These are districts truly at the cutting edge of restructuring education.

I couldn't help noting that these four sites share one basic feature: an ongoing collective bargaining relationship between school district employees and the school district administration. In each of the four new NEA Learning Lab school districts, NEA members have negotiated decent working conditions and job security. They've built, through collective bargaining, a foundation that can support meaningful and lasting education reform.

Unfortunately, in far too many states, NEA members still have no right to bargain. Some *26 states* still deny negotiating rights to teachers, education support personnel, or higher education faculty and staff. In those states, the faculty and staff in a position to shape and carry out effective education reform can't do it—because they're not on a footing of mutual respect and equality with the district administration.

If we are to achieve educational excellence for every student, we must win a voice for every education employee. We need to enact laws that bring *every* NEA member under the umbrella of legally binding contractual agreements.

As I begin my tenure as your president, I commit myself to this goal. And I will not for one moment forget that just as NEA members are now driving education reform, so, too, you drive our Association agenda.

I'm counting on the driving skill of each and every one of you. I'm asking for your help as we move ahead.

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September 1989
VOL. 8, NO. 1

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.57 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

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NEA TODAY (ISSN 0734-7219) is published 9 times a year, monthly October-December, February-May and biweekly in September by the National Education Association, 1201 16th St., N.W., Washington, DC 20036. Telephone: 202/822-7200.

Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

CABLE NETWORKS COMPETE FOR CLASSROOM MARKET

All of a sudden, cable operators have discovered the commercial beauty of the classroom—and three suitors have come a-courtin'.

The action began last winter, when Whittle Communications announced plans to pilot-test a daily 12-minute TV news program, financed by two minutes a day of paid advertising—to be shown in school to middle and high school students.

To entice schools to participate, Whittle offered them each $50,000 worth of free color TV sets, videocassette recorders, and satellite dishes.

Amid the public controversy generated by Whittle's introduction of ads into the classroom—and there was plenty—two other major cable systems, the Turner Broadcasting System and The Discovery Channel, announced plans to bring televised news and information into the classroom.

The sudden interest in schools may, of course, be motivated by a drive for profit or public relations. No matter—for educators, it will mean new options in using television as a teaching tool.

Here's a rundown on the three major cable competitors and what they're offering schools.

► *Whittle Communications*. In June, Whittle responded to public criticism by revising its initial offer. In addition to its news program and its offer of equipment, Whittle will set aside $500,000 to buy 1,000 hours of satellite time for noncommercial educational programming every school year.

And Whittle will establish the "Educators' Channel," which will provide "inservice and other programming designed by and for educators and support groups to help them stay current with issues and trends affecting education."

Whittle also now says schools can use the system entirely at their discretion, deciding when and to whom they show the daily program, *Channel One*.

One thing has not changed, however. *Channel One* will still include two minutes of paid advertising.

At its Representative Assembly in July, NEA joined most other national education organizations in opposing Whittle's program, which delegates said "commercializes the educational process."

The entire Whittle package will be available nationwide next spring.

► *Turner Broadcasting System*. *CNN Newsroom*, a daily 15-minute, commercial-free television program geared to middle and high schools, made its debut on the Cable News Network August 14. Air time is 3:45 a.m. ET each weekday. Teachers at participating schools can tape the programs free of charge.

Newsroom is billed as an "educational tool to teach critical thinking skills." Each show includes a review of the preceding day's top news stories, an in-depth news feature, and special reports focusing on a different subject area each day.

CNN is providing daily classroom guides, available through electronic text services. Each guide contains a rundown on the day's program, a suggested reading list, background information, discussion questions, classroom and homework activities, and suggestions for incorporating the news segment into regular classes.

TBS President Ted Turner says CNN—and major cable operators that will hook schools up to the cable—will absorb the costs.

► *The Discovery Channel*. Beginning September 18, The Discovery Channel will launch *Assignment: Discovery*, which it bills as the "first nationally-delivered, dependably-scheduled, tape-able television service for teachers."

The hour-long program, geared to a middle and high school audience, will air each weekday morning from 9 to 10 a.m. ET. Each hour will be made up of two 20- to 25-minute segments that teachers can videotape and use however they wish for up to a year after the broadcast. The rest of the hour will be devoted to a bulletin board service containing news and information for teachers.

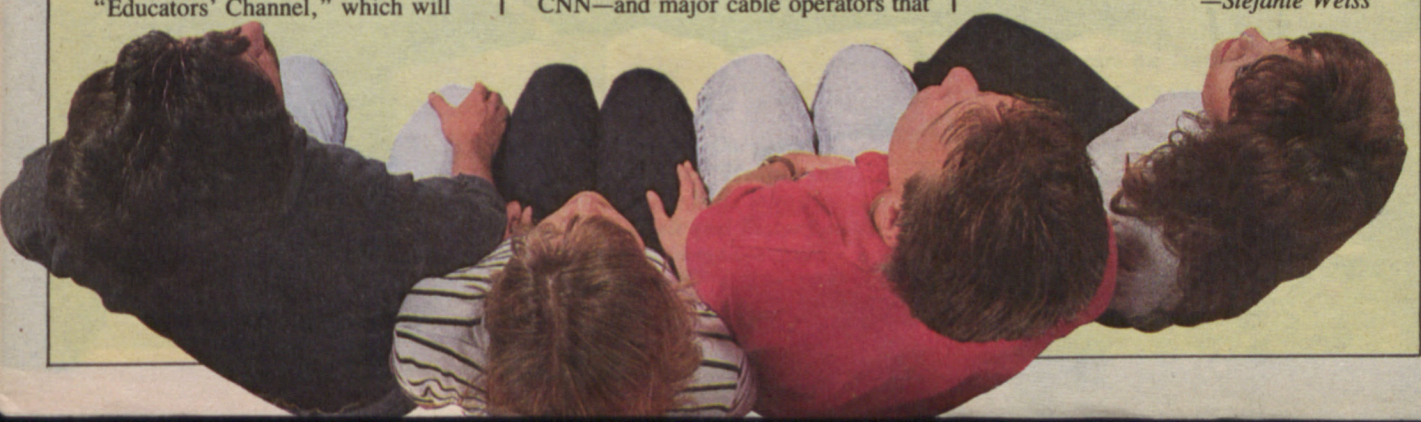
Each weekday program will be devoted to a specific discipline—for example, science on Mondays, math on Tuesdays, and social studies on Wednesdays. NEA and other leading educational organizations will help plan the daily hour and contribute to the bulletin board.

Assignment: Discovery will not accept ads, but will accept corporate sponsorships.

Will the new breed of classroom TV series be well received? Will teachers find it a useful tool that can be integrated into the curriculum?

Stay tuned. The show's just about to begin.

—Stefanie Weiss



News Beat

■ **Teacher Views.** Teachers say shortfalls in parental and financial support are the biggest problems facing education, according to a recent Gallup/Phi Delta Kappa poll. On reform: 36 percent of teachers say their schools have improved over the last five years; 38 percent say they've stayed the same; 25 percent say they've gotten worse.

■ **AIDS Funds.** Federal funding for AIDS research and prevention will equal spending to fight cancer or heart disease this year, and will likely surpass funding to combat all other diseases put together next year. AIDS spending—$2.2 billion this year—represents about 1 percent of all federal health expenditures.

■ **More Kids.** Public school enrollment is likely to rise from 40.3 million in 1989 to 42.5 million in 1993, largely because of steady growth in elementary school enrollment. New Education Department projections show the number of teachers will rise, too, going from 2.3 million in fall 1989 to 2.5 million in 1993.

■ **Teacher Grads.** More college students are training to fill the increasing number of teaching slots. Enrollment in undergraduate teacher education programs jumped 20 percent in 1986 and 10 percent in 1987. Since 1986, minority enrollment, however, has not exceeded 5 percent of the total.

■ **Learning Labs.** In what may prove one of the most significant school restructuring efforts of the 1990s, the NEA announced that its first four Learning Lab sites will be Memphis, Tenn.; Chaska, Minn.; Marshalltown, Iowa; and Westerly, R.I. In each district, educators will carry through dramatic, long-term change to make theirs a model for other systems. *(See President's Viewpoint, page 2.)*

WELL PUT

Joe Di Dio

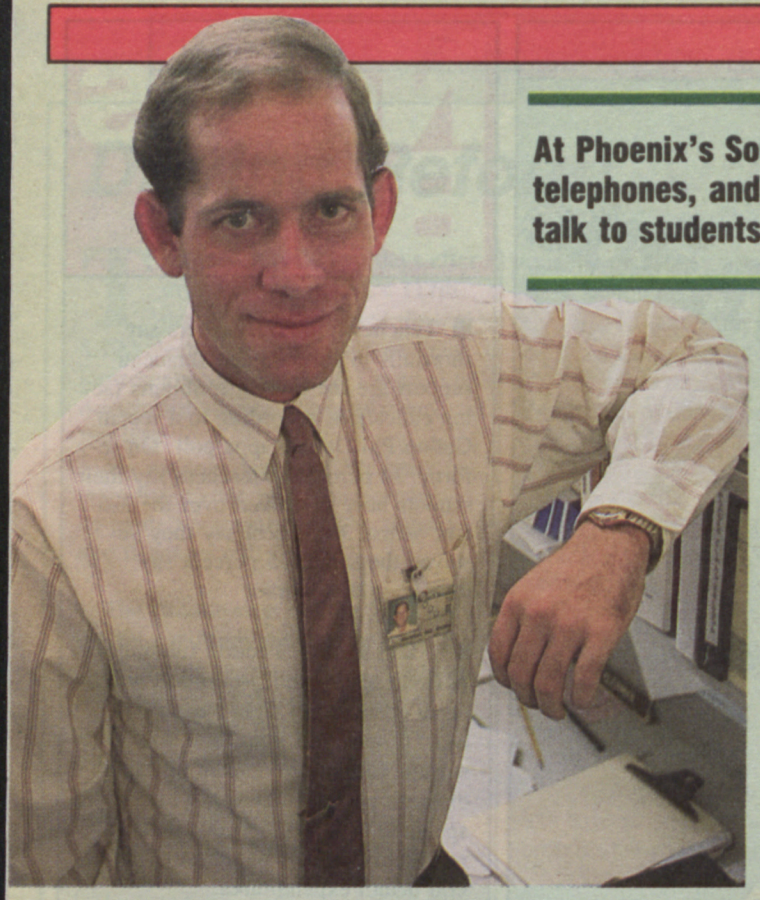
"Good schools are places that recognize the powerful relationship between the learning and achievement of students and the development and expression of teachers."

—Sara Lawrence Lightfoot, Harvard Professor of Education

COVER STORY

We've Got the

At Phoenix's South Mountain High, teachers have offices, telephones, and—with a maximum of four classes—time to talk to students, parents, and each other.



Instead of phoning students' parents, some South Mountain teachers make home visits. Tom Kleinman chalked up 45 last year!

Tom Kleinman lucked out on his first teaching job. He got it at Phoenix's South Mountain High School, where an office—and a telephone—go with the job. Kleinman is one of 70 new teachers—many of them in their first year of teaching—hired at South Mountain last year.

The new teachers, the offices, the telephones are all part of the South Mountain Plan, a major restructuring effort designed to increase student achievement. Last school year, the Phoenix Union High School District (PUHSD) spent $2.1 million to create 61 new teaching positions. For the first time ever, all South Mountain teachers started last year with no more than four classes each; English and math teachers had only three.

Behind the restructuring is a 1984 court order demanding racial balance in the Phoenix schools. South Mountain's 2,600 students divide roughly into 52 percent Hispanic, 36 percent Black, and only 12 percent white.

In 1988 PUHSD officials decided on a plan to increase attendance by whites: raise achievement of students already at South Mountain. The district would use local desegregation funds to create dozens of new teaching positions and reduce teaching loads. This would improve instruction, raise student achievement, and cause the school's reputation to soar. White students would come to take advantage.

The potential stumbling block: the seniority clause in the contract of the PUHSD Classroom Teachers Association. But CTA also wanted to see South Mountain improved *(see box)*, and CTA president Judy Barrett came up with the solution: a three-year waiver of the seniority requirement.

The South Mountain Plan, Barrett

Marsha McManaway, Algebra I teacher, used to teach special education. My training helped me focus on individual kids, so it's made it easier to teach in these new, heterogenously grouped Algebra I classes."

COVER STORY

points out, may be the most comprehensive school reform negotiated into reality through the bargaining process.

The dramatic cuts in number of classes taught have made it possible for South Mountain teachers to restructure their time. Basically they're in class half a day, unscheduled the other half.

During the unscheduled time, teachers settle into "work centers," large rooms divided into dozens of cubicles—real teacher offices with real outside phones!

For teachers, the Plan makes possible close student contact, parent contact, even close colleague contact.

The key to closer student contact is "coring." "Cored" students move from one subject to another as a class. Because freshmen are at greatest risk for dropping out, they're cored for math, English, and science. Sophomores are cored for social studies and English.

One result: groups of two or three teachers who share the same 60 or 90 students.

"*Massive omniscience*, we call it," says Sue McAllister, who came from another PUHSD high school and works with at-risk freshmen. "We let the kids know we care about what they're doing—and try to make them think that nothing they do escapes us."

Coring seems to work: social studies teacher Stephanie Rudolph Klopper found that her students who were cored had better grades than those who weren't.

Preventing dropouts is a focus of the parent contacts, too—possible because teachers have time during the school day to telephone about such matters as attendance and work habits.

Teachers also use their unscheduled time to work on curriculum. They're making two kinds of changes. First, departments are phasing out easy courses. "We'd like every freshman to take Algebra I, not basic math," says Shirley Filliater, another PUHSD transfer, who's the math department chair—and CTA vice president.

Second, teachers who are cored—or who just have time to talk to one another—are designing joint projects that make their courses more interesting. An English teacher and a law teacher put Romeo on trial for the murder of Tybalt; an art teacher gave a lesson on sketching to a language arts class preparing for a class trip; an English and a social studies teacher scheduled simultaneous study of *The Diary of Anne Frank* and the Holocaust.

The results are noticeable. Senior Linda O'Connor says teachers "can prepare more." Librarian Barbara Garlough finds students "doing more research on more interesting topics."

In one year the South Mountain dropout rate fell from 22.8 percent to 17.3 percent. English teacher Sylvia Babbitt explains: "My students say the Plan has made school more interesting, so they're not leaving."

There have been problems. Teachers of electives feel a bit left out.

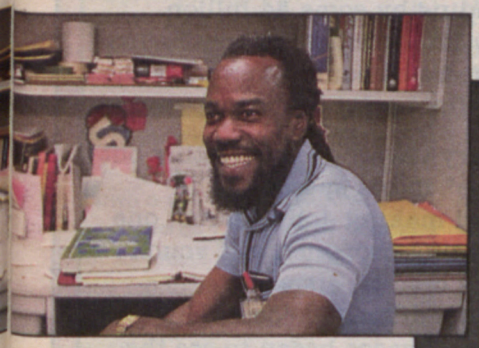
"Also, the influx of inexperienced teachers has made change harder than it would otherwise have been," admits Shirley Filliater. "And in math, the verdict is still out on whether we can really teach everybody Algebra I. Still, I know we'll never go back to huge numbers of general math classes."

You have to take the tremendous institutional effort here seriously—2.5 million new dollars (half a million for the work centers), the Association commitment. Thanks to state-level lobbying by the Arizona Education Association, PUHSD won't have to give up the desegregation funds if South Mountain is integrated.

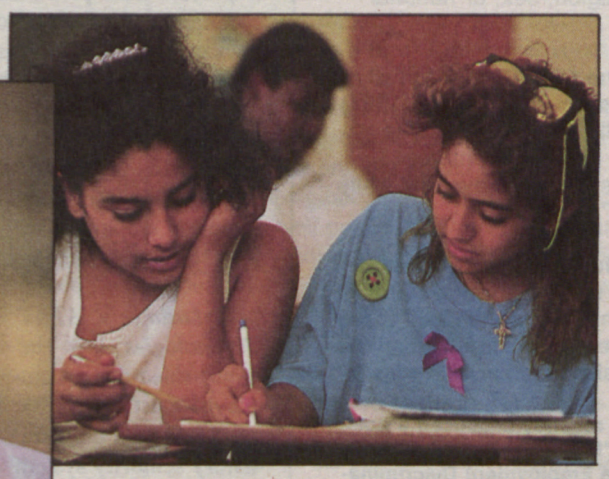
But it's the individual commitment of staff—and students—that will make the difference. Some teachers have trouble keeping up with the faster pace at South Mountain, but the reaction of social studies teacher Cecilia Peterson isn't unusual. Comparing present and past, Peterson cheerfully concludes: "I have *less* time to myself; I look up and find I've signed up to do something."

—Nancy R. Needham

Time To Teach



Earl Charles, veteran math teacher: "Last year kids responded more to teachers, they listened more, their attitudes were better."



Kimberly Rivera and Vennessa Estrada took second-year algebra this summer. Their ultimate math goal: calculus.

Maria Luisa Paredes, foreign language chair: "Now that staff have time to talk to parents, our department is teaching Spanish to anyone who wants to learn."

Junior Darnetta White: "Having the same kids take English and history with the same teachers gives you time to really understand your work."

Photos by Ken Akers

CTA Bargains the Formula for Change

"Before last year, South Mountain wasn't considered a plum assignment," says Judy Barrett (above, at right), president of the Phoenix Union High School District Classroom Teachers Association. "Few teachers were trying to transfer in."

That's why, to get the South Mountain Plan rolling *(see main story)*, CTA was willing to set aside for three years the contract provision requiring transfers on the basis of seniority.

"We felt the waiver was justified as a first step in making South Mountain a desirable place to teach," Barrett explains. "It gives the district the chance to staff by interview instead of by transfer."

Chief negotiator—and CTA vice president—Shirley Filliater (above, at left) also negotiated provisions allowing Barrett and the district director of personnel to work out the procedures and timelines for within-district applications. Some 25 PUHSD teachers made the move to South Mountain last fall.

"What we were able to do reinforces the conclusions of the recent RAND study on teacher unions and reform," Barrett contends. "Where you have a strong teacher organization, you can have reform, because teachers do not put at risk benefits they already have negotiated in their contract."

—N.R.N.

HUMAN RIGHTS

High Court Cuts Minorities' Job Rights

Recent decisions signal the Supreme Court's conservative shift.

This term the U.S. Supreme Court issued decisions affecting the employment rights of both public and private employees. The cases involve affirmative action programs, hiring and employment practices, and racial harassment and discrimination. Some of the decisions:

► *City of Richmond v. J. A. Croson Co.* The Court declared unconstitutional the Richmond, Va., plan setting aside 30 percent of municipal contracts for minority business. Now a city must show, first, that a plan is supported by a "compelling [public] interest" (such as the need to remedy employer's past discrimination) and, second, that the plan will serve *only* that interest. The same standard will apply to any governmental program that favors members of one race.

The Court has not yet specifically decided whether there may be compelling interest in a faculty's racial integration, if there's no evidence that the institution involved ever discriminated.

► *Martin v. Wilks*. The Court ruled that white firefighters could challenge an affirmative action settlement in which they did not participate. Writing for the dissenting justices, Associate Justice John Paul Stevens said this ruling would subject employers "who seek to comply with the law by remedying past discrimination to a never-ending stream of litigation and potential liability."

► *Patterson v. McLean Credit Union*. In this case the Court reconsidered whether Section 1981 protects minorities from racial discrimination in private transactions. NEA joined 100 other organizations in a brief arguing that the Court should not overturn its previous affirmative interpretation. Although the Court concurred, it ruled that Section 1981 covers only claims of discriminatory hiring, not racial harassment of current employees in the workplace.

► *Price Waterhouse v. Hopkins*. A woman charged that she was denied a partnership in her firm because of sex discrimination, in violation of Title VII. She'd been advised to "take a course at charm school" to learn to walk, talk, and dress more femininely. The Court ruled that when an employee shows that an employment decision is substantially based on a discriminatory factor, the employer can avoid liability only by proving that it would have made the same decision for legitimate business reasons.

One part of the ruling favored employers: their burden of proof can be satisfied by the least difficult—but most common—standard used in civil cases. The decision will apply to all Title VII claims and age discrimination claims.

► *Wards Cove Packing Company v. Atonio*. The Court made it harder for women and minorities to challenge employment practices that have a discriminatory effect. Here, Asians and Alaskan Natives filled most unskilled cannery jobs while whites held most higher-level noncannery jobs. The plaintiffs claimed that practices like nepotism and lack of internal promotions had racially stratified the workforce, in violation of Title VII. The Court said *employees* must prove that specific employment practices caused statistical disparities and that there was no legitimate business justification for the practice; the decision rejected a longstanding interpretation requiring employers to prove business necessity.

► *Lorance v. AT&T Technologies, Inc.* The Court ruled that an employee must file a Title VII challenge to a discriminatory seniority system within 300 days of its adoption (even if the system has not been applied to the employee's detriment) rather than within 300 days of a job demotion or other injury caused by the system. In this case, seniority rules adopted in 1979 caused employees to lose seniority protection and therefore suffer demotion three years later. In 1983, when they filed suit, the Court said it was too late.

What does NEA's Office of General Counsel think of the recent flurry of rulings? "The Supreme Court decisions generally reflect a willingness on the part of a conservative majority to reverse the Court's previous direction on civil rights."

—Melissa Etlin
NEA Human and Civil Rights

Protections Affected By the Recent Supreme Court Rulings

Title VII (Civil Rights Act of 1964) prohibits discrimination in employment—including hiring, promotions, layoffs, salaries, benefits, training, and all on-the-job treatment—on the basis of race, color, religion, sex, or national origin.

The Civil Rights Act of 1866 (also called Section 1981) gives "all persons...the same right...to make and enforce contracts...as is enjoyed by white citizens."

The Fourteenth Amendment to the Constitution provides in part that "No state shall...deny to any person within its jurisdiction the equal protection of the laws."

NEA has recently produced a poster entitled "NEA HCR Examines Federal and State Employment Discrimination Laws," which provides charts on 8 federal employment discrimination laws and 11 categories of discrimination affected by state laws. If you're having an employment discrimination problem, contact your local Association.

WASHINGTON WATCH

The Education President

If a baker mixed up batter, baked a cake, and frosted and decorated it, then someone else came along and put a cherry on top, who should get the credit for the cake? If President Bush's record is any guide, it's the cherry guy.

So far, the Education President has these accomplishments on which to base his legacy:

► Selected teachers were invited to attend "A Teacher's Inaugural Experience"—not a ball, not a cookout with horseshoes, but an "experience."

► President Bush "unveiled" his education proposals three separate times: in his inaugural speech, in his budget address to Congress, and in a special announcement.

► Legislation has been introduced to create the Presidential Merit Schools program to give cash awards through the states to public and private schools. In states with laws forbidding state agencies to give money to private schools, the Secretary of Education can do it directly.

► The Administration proposed a $441 million increase for education. In the context of the flexible freeze, that increase would in fact cut education funding by some $4 billion. Maybe that's why Education Secretary Lauro Cavazos told Congress he couldn't express the funding proposal "in a solid number."

► When Secretary Cavazos kept whiting out mention of "choice" in his speeches, the President proposed making John Chubb, one of the nation's leading proponents of vouchers and tuition tax credits, a special education adviser. Shortly after that idea was dropped, Secretary Cavazos began to see the important role choice will play in the future.

► Now the White House is proposing the creation of a special education advisory commission. The members—business leaders and other noneducators—will be in a unique position to recommend important education reforms. Like choice and merit schools.

Dwight Eisenhower was a strong advocate of the National Defense Education Act. John Kennedy pressed forward an education agenda that would build on and expand that foundation. Former schoolteacher Lyndon Johnson combined classroom and legislative experience to shepherd through Head Start and the Elementary and Secondary Education Act of 1965.

And President Bush is standing by with a jar of maraschinos, ready from Day One.

—Michael Pons, NEA Government Relations

Local Look

DELAWARE

Not sure every vote counts in school board elections? Ask Paulette Arnold, president of the Smyrna Educators Association.

Arnold and several other SEA members attended the Delaware State Education Association's school board elections training last spring and they immediately put their new skills to the test. Arnold and elections committee co-chairs Anne Mace and Brian Miller faithfully followed DSEA's guidelines. They formulated a strategy, complete with selection and screening process, and used Association reps to recruit poll watchers, telephone solicitors, and runners.

The result? Ninety-nine percent of SEA members voted, and those votes became a key factor.

"One race was decided 291-290," says Arnold.

One of the newly elected SEA-endorsed board members is also a DSEA member. Bob Jones, who works at the Bridge House, part of the Special Schools District, credits his success to the work of SEA members.

SEA's hard work may pay off in the long run, too. "The new board members have shown a desire to consult with the 'experts.' They know who our members are and what they represent. We see lots of potential for reconciliation and progress," says Arnold.

CALIFORNIA

For the 24,000 members of United Teachers-Los Angeles, it looks like a new era in public education.

Last spring, after a nine-month boycott of nonprofessional duties, UTLA members walked the line in a bitter nine-day strike. Now, the rewards of victory are sweet.

At the heart of UTLA's new three-year contract are provisions for school site decision making and school-based management. New local school councils will be half teachers elected by faculty, half parents, community reps, and support staff. The councils will decide questions of staff development, student conduct codes, activity scheduling, equipment guidelines, and budget.

The contract also provides for a 24-member districtwide site-based management (SBM) council, with half its members appointed by UTLA and half by the district, to help and oversee local councils.

Among other contract gains: An 8 percent salary increase for each of the three contract years.

COLORADO

Last school year, the Jefferson County Education Association—3,700 strong, serving teachers in Colorado's largest school district—proved once again that you can't beat the combination of a good contract and political muscle.

The context: tight money brought on by a tight-fisted state legislature, and a superintendent and school board accustomed to poor-mouthing—and willing to RIF 179 school nurses and secondary faculty rather than use contingency funds.

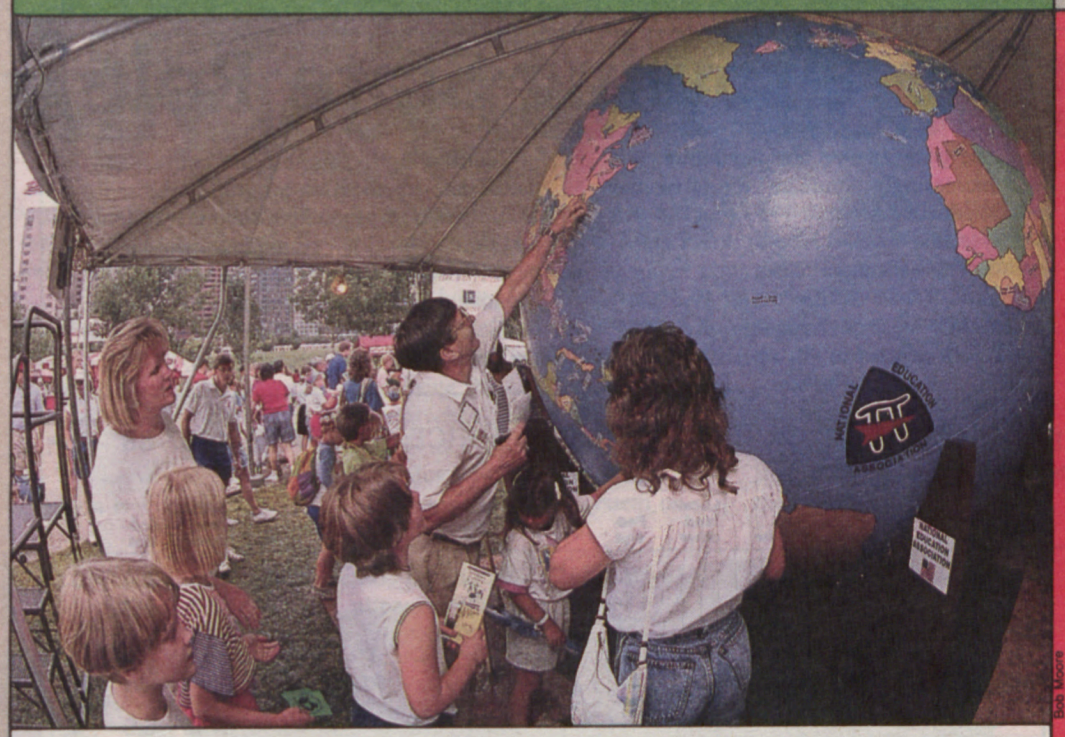
The result: an arbitration award that found the district guilty of "a severe breach of contract"; all of the RIF'd secondary teachers (but unfortunately not the nurses) back on the payroll this fall; and JCEA actually looking forward to working with the school board—now with a JCEA-endorsed majority—in a fall mill levy election.

JCEA president Paul Schmidt explains the turnabout: "Our contract language that calls for nonbinding arbitration of RIFs paid off—and we used political action to change the context.

"The political action began in January when we asked our members for a vote of no confidence in the superintendent; they gave it by a margin of 3,172 to 152.

"Then, in the spring school board elections, our candidates won. Now, with the mill levy election coming up, it's refreshing to be working for the same goal as the board."

MEET ME IN ST. LOUIS



Bob Moore

Among the tens of thousands of people who gaped at the 10-foot globe sponsored by NEA-St. Louis and Missouri NEA at the St. Louis Fair this summer were Missouri Gov. Kit Bond and National Geographic Society President Gilbert Grosvenor.

A Giant Geography Lesson

As the world turned, children learned. Under a circus tent at the St. Louis Fair, the "world"—a 900-pound globe—turning on its "axis"—a 300-pound base—taught tens of thousands of fairgoers about geography.

Sponsored by NEA-St. Louis and Missouri NEA, the huge globe was a popular exhibit at the annual St. Louis fair, which attracted over 4 million visitors this July.

Here's how it worked. Visitors to the exhibit found a globe painted only with outlines, no identifying words. When they correctly identified a place, they wrote its name and their name on a clear label and placed it on the globe.

Association members staffing the exhibit then rewarded them with "I Discovered the World" stick-on patches, small inflatable plastic globes, pencils, and world maps.

"People just flocked into the tent," says English teacher Paul Cochran, a Missouri NEA board member, "sometimes waiting six or eight deep for a turn. I think the parents enjoyed it as much as the kids did."

Volunteers remarked on the number of students from overseas or citizens born in other countries who proudly placed their hometowns on the globe.

Despite well-publicized surveys indicating American ignorance of geography, NEA-St. Louis Vice President and preschool teacher Laura Schmink was "impressed by how much people who came to the exhibit knew about geography. One seven-year-old boy came up to the globe and said, 'Oh, that's Madagascar.' I had to look it up."

The end of the fair won't necessarily mean the end of the "world." NEA-St. Louis hopes to transport the globe—and its huge geography lesson—around the state.

ALABAMA

Thanks to community-wide efforts, Mountain Brook school employees are getting a five percent, across-the-board, locally funded pay increase this year. The local school board approved the raise on the recommendation of a local Educational Needs Assessment Committee that included Mountain Brook Education Association (MBEA) members.

MBEA President Fred Stephens called the pay raise and scheduling improvement a statement of the community's support for Mountain Brook's educational employees.

Mountain Brook school officials say the raises will put the district in a good position to recuit new teachers as well as providing an incentive for career teachers.

The package also mandates additional release time for training and compensation for teachers taking professional development workshops. Its cost will be roughly $481,000.

PENNSYLVANIA

Three teachers have begun sitting in with the Bellefonte School Board to provide the profession's point of view, and so far the arrangement suits all sides. The three—Lisa Peters, Wanda Miller, and Wayne Koch—are nonvoting representatives to the board, installed on the initiative of the Bellefonte Area Education Association.

Talks last year led to an agreement that all district teachers would vote for candidates to represent faculty at the elementary, middle, and high school levels.

From the teachers' side, Miller's found the experience "an opportunity to pioneer a new level of communication."

Pennsylvania School Boards Association President Sharon Brumbaugh, a Bellefonte board member, says she welcomes teachers' input, although it's definitely not shared governance: "I don't believe we can share the responsibility."

The local press hails the move toward better relations, suggesting Bellefonte as an example for districts.

State Side

This month's *State Side* updates the back-to-school outlook in half the states. The October *NEA Today* will wrap up the remaining states.

MIDWEST

Economic downturns in agriculture, energy, and industry have precipitated state education funding crises all across the Midwest. **Illinois:** After a three-year campaign, IEA succeeded in helping pass a temporary 20 percent increase in state income taxes, which means a $707 million increase in state education funding this year—the largest single-year increase since 1970…**Michigan:** After two years of failed legislative attempts to raise money for education, MEA is backing a state constitutional amendment to increase state sales taxes. Voters will go to the polls Nov. 7…**Missouri:** Working in coalition, Missouri NEA will gather signatures for a ballot initiative aimed at increasing education funding by $750 million… **South Dakota:** A $6 million set-aside for education employees will hold disaster at bay during a two-year tax freeze. But SDEA will work to revamp the state's tax structure to fund education in the future…**North Dakota:** Tax revolters will fight recent tax increases by calling for a voter referendum on the legislative actions. NDEA will fight the tax revolters.

PACIFIC

Alaska: NEA-Alaska hopes for a new bargaining bill in 1990 to give teachers and support staff the right to strike, access to a labor relations agency, and a whole new structure for bargaining…**California:** Gov. George Deukmejian has approved $1.4 billion for Proposition 98, which mandates a "fair share" calculation allocating some 37.6 percent of the state's General Fund to K-12 schools. CTA is moving to achieve site-based decision making throughout the state… **Hawaii:** A key HSTA legislative target: a state teacher standards board. Already achieved: a new four-year contract that includes teacher involvement in school-based decision making…**Idaho:** From the legislature come mandatory grievance procedures for ESP, including choice of a representative at a grievance hearing and guarantee of no reprisals for filing a grievance.

WEST

Colorado: Last year's finance reform plan to equalize spending by school districts is being phased in so gradually—without any increase in state taxes—CEA fears it won't work…**Kansas:** The 1989 legislative session—the longest in state history—was only a "draw" for education: teachers will probably get 5.5 percent salary increases, but nothing was done to raise school budget authority…

New Mexico: NEA-New Mexico helped teachers get a 5 percent salary increase (plus bonus) from the legislature… **Texas:** The 1989 biennial session of the legislature upped state salary minimums for teachers; improved retirement benefits, including payouts to current retirees; eliminated skills tests of first graders.

SOUTHEAST

Georgia: Teachers will receive a 3 percent pay raise and funding for the state's Quality Basic Education Act—increased because the legislature adopted the first major tax increase in 18 years… **Tennessee:** The General Assembly adopted a TEA-backed proposal for legislative studies of school discipline and retirement…**Florida:** The battle of the budget produced mixed results for public schools. The best part: $7.39 billion for schools—a 13.9 percent increase in dollars and a 9.1 percent increase in per pupil spending…**Alabama:** An NEA/AEA program designed to ease the lot of new teachers will be piloted in eight Alabama school systems this fall.

NORTHEAST

Several states are pushing for state professional standards boards with substantial classroom teacher representation—ideally, a majority. But recent catch-up in some teacher salaries (not much catch-up here for support staff) has caused some public call for a moratorium on raises. **Connecticut:** CEA is vigorously defending the state's binding arbitration law, which has kept the state's teachers in the classroom and off the picket line for a decade, against misguided "budget trimmers"…**New Hampshire:** NEA-NH is taking a public relations offensive against antitax groups, organizing the community to support entry-level teacher pay of $25,000, career salaries reaching at least $50,000…**New Jersey:** NJEA's pushing for inclusion of support staff in the teacher retirement plan, with full paid health benefits. More than 100 districts in the state now have starting salaries of at least $25,000…**Pennsylvania:** Association goals include both a state professional standards board with a teacher majority and equity—financial and educational—among school districts with unequal wealth.

MID-ATLANTIC

Kentucky: The state Supreme Court declared the state's public school system unconstitutional and ordered the legislature to revise it to counter inequities in school funding. Spending per pupil ranges from $1,986 to a high of $4,094…**Overseas:** A new set of problems faces OEA members: Department of Defense Dependents Schools (DODDS) teachers are being required to carry out reforms that could be good for education but in their already burdened circumstances just make their workload overwhelming…**West Virginia:** WVEA and the state Public Employees Insurance Agency responded to critics who called the state's new health care reform act "socialized medicine." A few physicians had rejected the new law's limited restraints and stopped treating WVEA members and public employees. But 80 percent of doctors weren't affected by the law, only those who charged excessive rates, notes WVEA…**Delaware:** High priority for DSEA: legislation to give organized support staff the same due process rights under the jurisdiction of the Public Employee Relations Board as teachers, police officers, and firefighters.

FINANCING EDUCATION

The Growing State Role

State governments are playing an increasingly dominant role in financing public education. From 1959 to 1988, for example, the states' share of direct elementary and secondary education revenues increased from 39.5 percent to 49.8 percent, while local governments' share fell from 56.8 percent to 44.0 percent.

Contributing to this shift are court-mandated state equalization programs, the combination of productive state tax systems and limited local tax resources, local taxpayer "revolts," and changing political agendas exerting pressures on what roles in public education are considered appropriate for federal and state governments.

PUBLIC SCHOOL REVENUES, BY SOURCE, BY STATE, 1987-88 (in percents)

	State	Local and other	Federal		State	Local and other	Federal
Hawaii	91.2	0.1	8.7	Montana	49.3	42.8	7.9
New Mexico	76.3	11.8	11.9	Massachusetts	46.7	47.6	5.7
Washington	73.6	20.6	5.8	Pennsylvania	46.1	49.6	4.3
Alabama	69.9	17.7	12.4	Texas	45.8	47.2	7.0
Kentucky	69.5	20.4	10.1	Kansas	43.8	51.5	4.7
California	69.2	23.4	7.4	New York	43.4	51.6	5.0
Delaware	68.7	23.8	7.5	Rhode Island	43.2	52.5	4.3
Alaska	67.3	25.4	7.3	Iowa	43.2	51.3	5.5
Oklahoma	64.9	29.5	5.6	New Jersey	42.7	53.1	4.2
North Carolina	64.5	29.1	6.4	Wyoming	42.5	52.8	4.7
Arkansas	61.3	29.3	9.4	Connecticut	42.1	53.8	4.1
Idaho	61.2	31.5	7.3	Missouri	40.5	53.7	5.8
West Virginia	61.1	26.8	12.1	Wisconsin	40.2	55.2	4.6
Indiana	60.0	36.0	4.0	Nevada	40.1	55.8	4.1
Utah	57.3	37.0	5.7	Maryland	39.8	54.9	5.3
Minnesota	56.9	38.5	4.6	Colorado	38.8	56.3	4.9
Georgia	56.2	36.3	7.5	Illinois	38.0	54.6	7.4
South Carolina	55.6	36.1	8.3	Vermont	37.0	56.9	6.1
Louisiana	54.8	33.7	11.5	Michigan	35.2	61.2	3.6
Mississippi	54.5	29.8	15.7	Virginia	35.0	60.2	4.8
Maine	54.2	40.2	5.6	South Dakota	27.7	63.3	9.0
Arizona	53.5	43.0	3.5	Oregon	26.7	67.0	6.3
Florida	52.5	40.8	6.7	Nebraska	26.6	68.2	5.2
North Dakota	51.2	41.4	7.4	New Hampshire	7.3	89.6	3.1
Tennessee	50.4	40.0	9.6				
Ohio	49.7	44.6	5.7	United States	50.4	40.0	9.6

SOURCE: NEA, *Rankings of the States, 1988*

Health

Information about health factors that affect the way students learn.

Why Joey Can't Sit Still

Attention Deficit Hyperactivity Disorder (ADHD) has caused many a class disruption—and methods of treatment have caused some disruptions of their own. ADHD is the topic of this month's student health column (and of a feature article in this issue—see pp. 10 and 11).

Providing information on the disorder, which may affect 5 to 10 percent of all students, is Michael K. Levine, M.D., of Atlanta. Dr. Levine, a fellow of the

American Academy of Pediatrics (AAP), has been in private practice since 1965 and is a past president of the medical and dental staff at Atlanta's Scottish Rite Children's Hospital.

Q. What are the symptoms of ADHD?
A. The student with ADHD is most likely to be impulsive, with a short attention span, easily distracted, and unable to organize work properly. Other symptoms can include fidgeting, talking too much in class, daydreaming, and messy work.

Q. How can a teacher tell the difference between a child who's got ADHD and one who's simply "active"?
A. There's a big difference between an overactive child and one who's hyperactive. For instance, overactive children may be very busy, but they get things done—it's positive, purposeful activity. Hyperactive children, on the other hand, are extremely overactive and engage in activity that's purposeless. They never get anything done—they just flit from one thing to another.

Q. What causes ADHD?
A. Nobody *really* knows the cause. It's probably an interaction of congenital and environmental factors.

Q. How is ADHD treated?
A. ADHD is most effectively treated with a combination of approaches and therapies. These can include behavior modification, tutoring, counseling, involvement of the pediatrician and the family with the school as a support system for the child, and, finally, medication.

Q. Should all children with ADHD be treated with medication? If not, how do you determine who should be?
A. The answer to the first question is a definite "no."

There are many, many children with ADHD who don't need medication. To find out which ones *would* benefit from medication, the first step is to have them examined by their physician to see if some other medical problem is causing the hyperactive behavior.

Undiagnosed hearing and vision problems, for example, are sometimes mistaken for ADHD. Anemia or an overactive thyroid also can cause ADHD-like symptoms. Once such problems are identified and treated, the child doesn't need further treatment for ADHD.

If, however, the doctor decides there's no previously unidentified medical problem causing the ADHD symptoms, a psychoeducational evaluation is in order. Such an evaluation—conducted through the school system or a private consultant—will help determine whether the child's ADHD is caused by a medical condition that would benefit from medication.

On the other hand, it will also tell whether the ADHD is a secondary condition due to some mental state like depression, is the result of retardation, or is simply a consequence of the child's being brilliant and bored—none of which would be treated with medication.

Q. When a doctor concludes that a child with ADHD would benefit from medication, the drug most often prescribed is Ritalin. What exactly does Ritalin do?
A. Physicians believe that some children with ADHD don't have enough neurotransmitter—that's a chemical in the brain. The result is that their brain's like a TV set that's out of focus. All the signals are there—they're just not in the right combination. Ritalin temporarily increases the supply of neurotransmitter, allowing the brain cells to work in the proper sequence.

Q. What are the side effects of taking Ritalin?
A. When it's used properly, there should be few or no side effects.

Q. What should teachers know about Ritalin and its effects on their students who are taking it?
A. First of all, teachers need to realize that Ritalin won't make their students with ADHD any smarter. It's not a brain pill. Just as important, when it's used properly, the drug won't dull a child's mind.

Ritalin is not a sedative. It's a stimulant that allows a child's brain to function properly in spite of ADHD—to focus on the work at hand and not drift.

Teachers also need to realize that they—or the school nurse—may have to administer a midday dose to their students who take this medication. That's because the usual dose of the drug lasts about four hours.

And finally, I think it's important that teachers—and everyone else—consider Ritalin a medication and not a drug in the sense that we're "drugging" these children. It's a medication some children need in order to function, just as diabetic children need insulin.

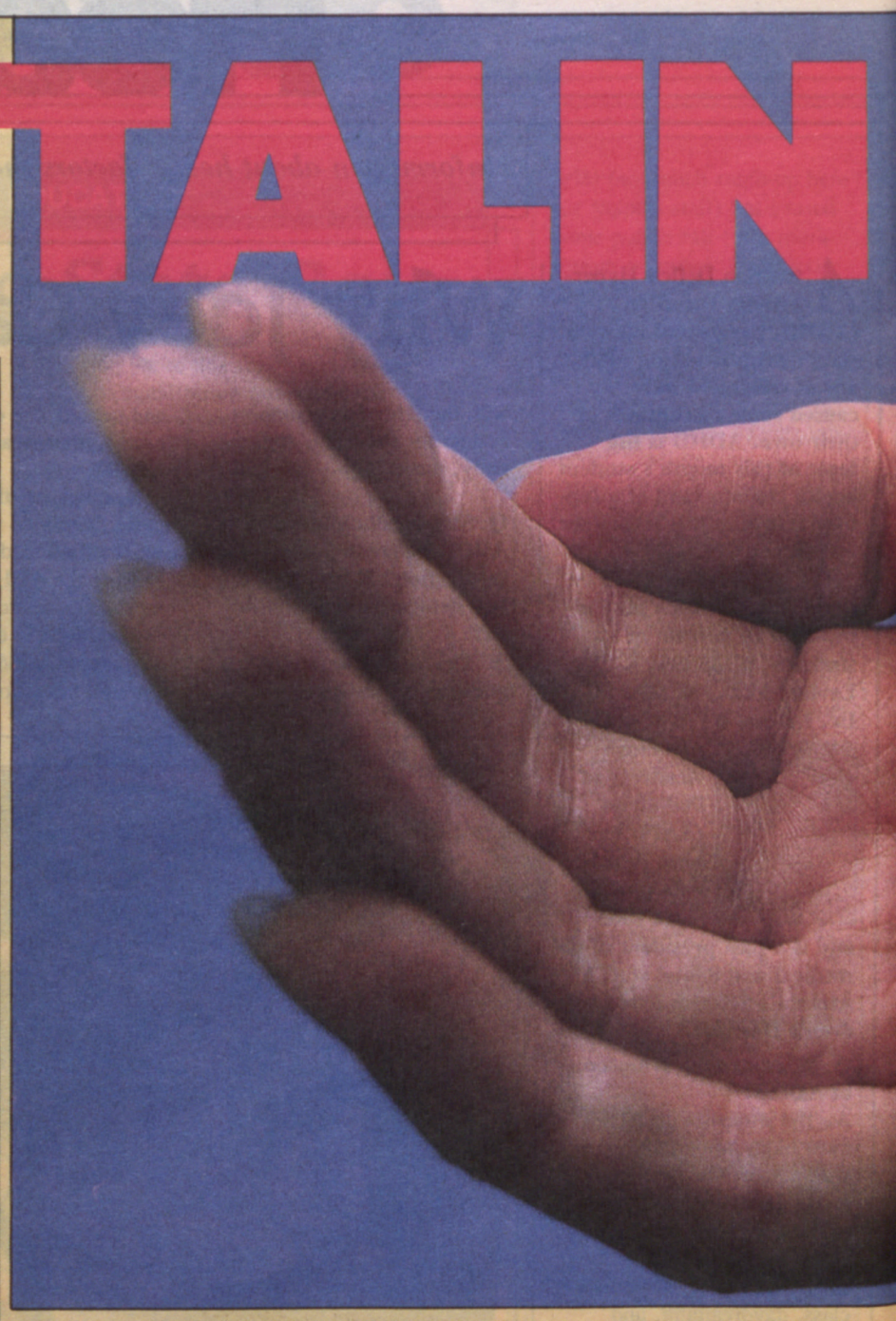
Q. Ritalin is a somewhat controversial medication, isn't it? Why is that?
A. To say the least. What's interesting is that a very small group is really responsible for the controversy, and we don't know why they oppose its use. The fact is that as long as Ritalin is used properly and monitored carefully, it can be effective, helping many children achieve in school who otherwise would not have been successful.

Q. Any final advice for teachers in dealing with their students who have ADHD?
A. It's very important that the teacher, the parents, and the pediatrician of a child with ADHD work together to improve the child's self-esteem. A teacher who feels this isn't being done should contact the parents and, if necessary, work with them in seeking out a pediatrician who's interested in the problem. Working with ADHD can be very time-consuming and frustrating for a doctor, but it can also be very rewarding.

Once again, teamwork is the key to helping children with ADHD get the help they so desperately need.

WONDER DRUG...

THE RITALIN



The use of Ritalin and other prescription drugs for hyperactivity and attention deficit has more than doubled in the 1980s. Nearly a million children are now taking the drugs. Reason enough to ask: Why?

By the time her daughter Alice* got to third grade, Michigan elementary special education teacher Jane Easton knew that "something was terribly wrong."

Although clearly intelligent, Alice was performing considerably below grade level. She was in constant motion, unable to pay attention for even short periods of time. She became a troublemaker in class and created turmoil at home.

Despite the best efforts of Alice's family and her teachers, neither tutoring, behavior modification, discipline, nor patience calmed her down.

"She became so disruptive that we couldn't get through normal daily living well," Easton recalls. "She was throwing tantrums, didn't want to go to school at all, and had lost almost all her self-esteem. We were all pretty miserable."

Easton turned to Alice's pediatrician, who gave the child a physical, interviewed Easton extensively, and requested written information from Alice's teacher.

His diagnosis: "attention deficit hyperactivity disorder." His prescription: Ritalin. Easton decided it was worth a try.

The effects were immediate. Alice made progress in "leaps and bounds," her mother says. The calming effect of the drug allowed her to learn and to grow—academically and socially. Now an *A* student—and off Ritalin for the first time in three-and-a-half years—Alice has self-esteem and new friends.

"For us," says Easton, "Ritalin was a lifesaver."

*Jane Easton requested that her daughter's name be withheld. *Alice* is a pseudonym.

Royce Bair

That's not a description some parents would use, however. In more than a dozen lawsuits in the last few years, parents have charged that Ritalin made their children depressed, listless, dangerously violent, even suicidal. They accuse doctors of negligence and school employees of pushing easy answers to complex social and learning problems.

Just what is Ritalin, and why is it the cause of all this controversy?

Ritalin—a trade name for methylphenidate hydrochloride—is a very powerful amphetamine. It owes its fame to its widespread use in treating attention deficit hyperactivity disorder (ADHD), an elusive ailment caused by a combination of genetic, environmental, neurological, and biochemical factors (*see Student Health, p. 9*).

Although ADHD isn't well understood, it's not uncommon: according to the National Institutes of Health, it affects as many as 10 percent of school-age children. Researchers believe Ritalin and kindred drugs increase and regulate chemicals in the central nervous system that help children with ADHD to focus. And most researchers agree that 70 to 80 percent of children taking Ritalin benefit from it.

Although Ritalin has been prescribed for decades, its use has skyrocketed recently. The nearly 1 million children now taking Ritalin and other stimulants are more than twice the number taking such medications in the early 1980s.

This burgeoning use has led to concern and speculation. Some believe that increased awareness of ADHD has led to appropriate increases in treatment. Others fear misdiagnosis and overprescription.

"I don't want a group of little children lining up to take medication. We don't want kids just sitting by quietly being given drugs."

—Julia Miller
special education teacher
and consultant
Salt Lake City

Several states have Ritalin consumption rates more than double the national average (*see chart*). Utah's rate—the highest in the nation—has fueled speculation that widespread Ritalin use may be associated with large family size, overcrowded classrooms, and strict behavioral norms.

Many question whether educators and parents are putting too much pressure on children to conform—to learn quietly, in the same way, at the same speed, as everyone else. Since doctors agree that not all children with ADHD need medical treatment, many people believe schools should look more carefully at possible educational solutions—like reducing class size and adapting classes to individual student learning styles—before resorting to medical solutions.

There aren't any pat answers to the troubling questions Ritalin use raises, but there is general agreement among educators and health professionals that stimulant drugs like Ritalin can be critical to a child's academic success if (and only if) extreme care is taken to ensure—

► *Proper diagnosis—and monitoring—by an experienced, knowledgeable doctor.*

"This medicine is not a panacea," says Dr. Julian Haber, a Fort Worth, Texas, pediatrician and member of the American Academy of Pediatrics Committee for Children with Disabilities. "It can be a helpful adjunct in certain circumstances, but it's my personal opinion that the drug is overprescribed due to inadequate diagnostic workups and, at times, due to undue pressure by both parents and teachers."

Without appropriate medical and psychological testing, says Haber, all kinds of problems—childhood depression, emotional or home problems, seizure disorders, child abuse or neglect, problems with sight and hearing, anxiety, even placement in a class that's too easy or too hard—can create ADHD-like symptoms.

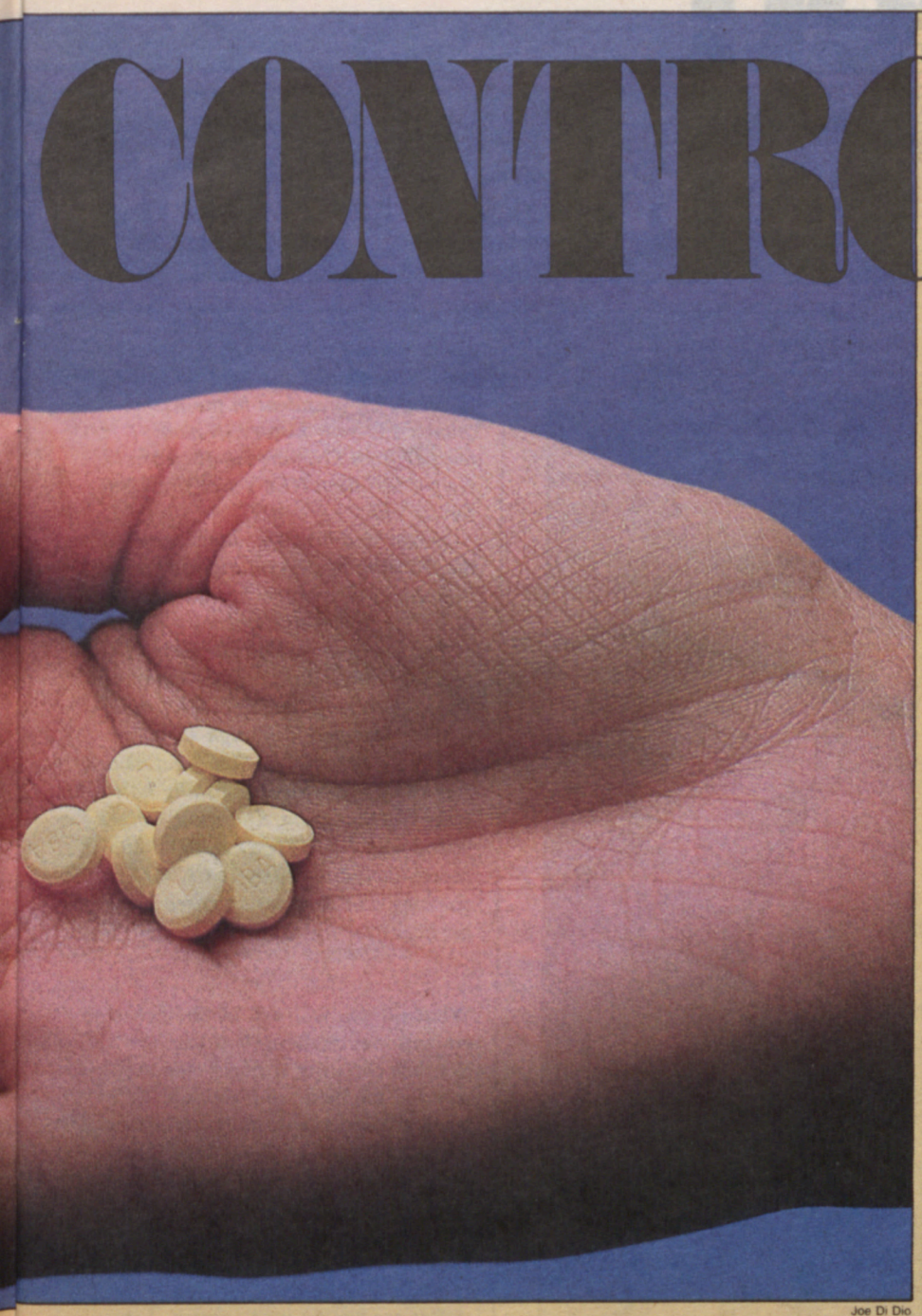
Haber also warns that stimulant drugs, when incorrectly prescribed, can worsen certain ailments—including depression, schizophrenia, and Tourette's Syndrome.

Haber urges parents to seek out doctors experienced in what he calls "disorders of selective attention and learning" in children. He further recommends parents ask doctors specific questions about how they intend to diagnose the problem and monitor a child's progress.

Experienced doctors are trained to diagnose ADHD, Haber says; most parents and school personnel are not.

...OR PACIFIER?

CONTROVERSY



Joe Di Dio

"I cringe when I hear about parents or teachers telling a doctor that a child is hyperactive and needs drugs," adds Haber. Teachers and other school personnel should help collect information about a child's behavior in school, but, Haber cautions, they should never draw medical conclusions.

Lawyers concur. "It's highly appropriate for teachers to recognize what they believe to be medical conditions and suggest parents see a doctor," says John Zimring, a lawyer who's represented Georgia Association of Educators members as well as parents. "But I don't think teachers should ever suggest to a family what the medical resolution should be."

► *Dispensation of the drug by certified medical personnel at the school site.*

Most schools require signed notes from doctors and parents when medication must be administered to a child during the school day. Many also require that licensed medical practitioners—usually school nurses—store and dispense the medication.

In schools without full-time nurses, however, administrators, teachers, or support employees are often asked to give a child medication. For nurse Anne Kinsley, chair of health services for the Wellesley (Mass.) school system, that's a serious safety problem.

"We've had some scary things happen," Kinsley says, mentioning a principal who accidentally gave a child an incorrect dosage and a parent who absentmindedly put the wrong pills in the container she sent to school.

"Nurses are trained to catch these things," Kinsley says. "For the protection of the consumer—and our professional integrity—we cannot lower our standards of safety."

► *Open communication lines.*

"As a parent, I was very resistant to the idea of putting my son on Ritalin," says Julia Miller, a former special education teacher and current consultant on special education programs for the Salt Lake City (Utah) school district.

"But I had to consider things the school professionals were telling me about Jeff's performance. My doctor was calm and logical in the way he was approaching diagnosis and treatment. And I got lots of information on my own to help overcome my fears." After much deliberation, Miller agreed to the treatment. Her son took Ritalin from ages 9 to 12, with positive results.

When Ritalin works—for her own son and for her students—Miller gives a lion's share of the credit to the communication between parents, school, and doctor.

"The skills students learn while they're on Ritalin aren't forgotten or unlearned when they go off the medication."

—Jane Easton
special education teacher
Scotch Elementary School
West Bloomfield, Mich.

Robert Chase

"It all comes back to that support team," she says. "Communication is very, very important. I can't stress enough how critical it is to share information—and trust."

► *Realistic expectations.*

"Medication is not the complete answer," Miller says. "There's the danger that some people will expect the drug to cure the condition. It will control it, not cure it."

Drug treatments should always be accompanied by educational and behavioral strategies at home and at school. "It's up to each teacher to make accommodations for children who are learning differently—to make adaptations in the curriculum and develop individual learning strategies," Miller says.

In many cases, doctors and other experts note, simple changes—like giving directions in a different way, allowing a child time to move around instead of sitting all day, or placing a child in a class more suitable in developmental and educational level—can make all the difference in how easily and well a child learns. These kinds of strategies should be tried before a decision is made to prescribe drugs, and should be continued if and when that decision is made.

Dr. Haber stresses that attention deficit hyperactivity disorder rarely exists in isolation. "You can't treat the child as a medical model by slapping him on medicine alone," Haber concludes. "You have to treat the whole child."

—Stefanie Weiss

Ritalin Use: State-by-State

Consumption of Methylphenidate in 1987 (grams per 100,000 population)

STATE	CONSUMPTION	STATE	CONSUMPTION
UTAH	1,880.443	VERMONT	660.347
MICHIGAN	1,269.550	PENNSYLVANIA	655.383
MARYLAND	1,256.543	COLORADO	642.408
GEORGIA	1,229.356	RHODE ISLAND	635.790
IDAHO	1,147.393	ALABAMA	635.204
MINNESOTA	1,083.545	NORTH CAROLINA	634.216
IOWA	1,034.704	CONNECTICUT	629.777
OHIO	1,017.547	FLORIDA	627.770
NEBRASKA	983.950	CALIFORNIA	606.628
WISCONSIN	966.604	ARKANSAS	574.920
NEW HAMPSHIRE	912.156	KENTUCKY	564.036
SOUTH CAROLINA	862.049	DIST. OF COLUMBIA	518.325
WYOMING	854.223	LOUISIANA	506.524
ALASKA	852.952	NORTH DAKOTA	495.243
MISSOURI	831.723	TENNESSEE	494.353
DELAWARE	807.239	WEST VIRGINIA	464.023
MONTANA	790.757	OKLAHOMA	437.404
ARIZONA	771.566	MISSISSIPPI	424.933
VIRGINIA	762.603	NEW MEXICO	419.539
INDIANA	726.081	NEW YORK	395.231
NEVADA	723.309	HAWAII	394.196
TEXAS	704.737	SOUTH DAKOTA	391.916
ILLINOIS	701.264	NEW JERSEY	381.525
KANSAS	689.259	MAINE	323.814
WASHINGTON	677.265	PUERTO RICO	52.324
MASSACHUSETTS	673.531		
OREGON	673.389	**U. S. AVERAGE**	**704.056**

Source: U. S. Drug Enforcement Administration

Meet:

Michigan's

Photos by Joe Di Dio

Keith B. Geiger

Michigan native Keith Geiger takes over leadership of the NEA this month, as the 117th president in the Association's 132-year history. A math teacher from Livonia, the 48-year-old Geiger has been NEA's vice president for six years.

Geiger and his wife, Janet, entered the teaching profession together. Today, Janet Geiger teaches third grade at Cardinal Forest Elementary School in Fairfax County, Va. The Geigers have two sons—Brian, a sophomore at Drew University, and Jeff, who recently graduated from high school.

Shortly after his election (and before travelling to his favorite fishing hole at Lake Wabatongushi, Ontario), Geiger talked with NEA Today *staffer Anita Merina about his early years, his teaching and Association career, and his hopes for the future.*

What do you feel will be the greatest educational challenges of the '90s?
We face two critical issues: the dropout rate and the increasing shortage of teachers, particularly minority teachers. We need only look at the record number of high school dropouts and the cost of dropouts to society to realize we have a serious problem on our hands. We need to do whatever we can to keep kids in school.

But graduating isn't enough if students are short on skills and employers won't hire them. Let's sit down with the business community and decide what both of us need to change to increase the graduation rate and to assure the graduates job opportunities.

And the teacher shortage?
The increasing shortage of teachers, especially minority teachers, is a serious problem. We've got to put together vigorous programs in our colleges of education, and we need to offer the kind of salaries and working conditions that will attract more college graduates.

Tell us about your parents and how you decided to teach.
My parents are both from Canada. They came to the States when they were kids. My father was a farmer in the eastern part of Michigan, and my mother was a housewife who had her hands full raising nine children. I have four brothers and four sisters, 36 nieces and nephews, and I-don't-know-how-many great-nephews and great-nieces: I quit counting a long time ago. This summer, my folks celebrated their 63rd wedding anniversary.

My father encouraged all of us to leave the farm, go to college, and seek something better in life, because farming is a tough life, very tough. We

Geiger Takes NEA Reins

were poor, and it was public schools that helped us along.

What kind of student were you?
Well, I had a mischievous side to me, it's true—I can't say I was an angel. But I was also a good student.

Was there a favorite teacher in your past?
There sure was! It was my high school math teacher, Reva Leipprandt. She taught my father in the 1920s, she taught all eight of my brothers and sisters, and she even taught a few of my nieces and nephews. I was amazed that someone who taught my father back in the '20's was still teaching. You never crossed her—she was a very tough teacher—but she was also a kind person.

Why did you become a teacher?
I went to a small church school, Asbury College in Kentucky. Asbury graduates became either ministers or teachers. I considered going into the ministry, but I decided I'd be of much more value working with young people, so I became a teacher.

My first job was teaching junior high school math and science. Later I moved to the high school, where I taught remedial and advanced math.

Brian Geiger drives to the basket as his father, Keith, and brother, Jeff, defend.

How did you become involved in NEA?
Well, my wife and I promised each other that we wouldn't get active in outside activities until we'd received our masters degrees. We got them in the summer of 1967, and in the fall I was on the Livonia bargaining team.

I got involved because I wanted to improve the salaries of teachers in the district and make some changes in the working conditions.

I was very active and very vocal. I officiated in basketball for 15 years while I was living in Livonia, and I was well known in the community. I served as the Livonia local president, then Michigan Education Association president, then NEA vice president, then came to where we sit right now.

What have been the highlights of your Association career?
As local Association president, I got us involved in community activities. We made it a point to go to Rotary meetings, Lions meetings, and the Livonia summer celebration. When the president is active, a lot of members help out too.

I also led the Livonia Education Association's longest and most successful strike when I was local president. We got an excellent contract as a result, and we settled without the animosity that a lot of strikes bring out.

Two major parts of that contract were very significant. One was a cost-of-living clause, one of the first ever negotiated into a teacher contract in the state. The second was binding arbitration of grievances—that was pretty unusual in the '70s.

What about your experiences as state president?
During my seven-year term as state president, Michigan went through some of its most difficult financial times. The automobile industry was struggling; schools were forced to cut back. At one point nearly 10,000 teachers were pink-slipped.

I led a coalition called "Equal Partners," which included all elements of the education community. It was instrumental in putting together legislation to get us through those difficult days.

We also faced a serious crisis in Michigan when 184 teachers in Crestwood were fired. We spent about two weeks trying to get them rehired. We went to court, we worked with other labor organizations, and we worked round the clock.

At about the same time, a very nasty strike was taking place in Garden City, located right next to Crestwood. I took part in an 18-hour marathon bargaining session where we finally settled the contract.

What are your goals as the new NEA president?
If there's a new push, it would be toward winning collective bargaining rights for those who don't have them—and for elementary and secondary staff, that's 14 states. If we're going to see true reform in education, it's going to come when we sit down at the table as equals, and we can't do that when we don't have bargaining rights.

We're sending a letter to all the state presidents and executive directors, asking them to take a close look at the political climate in their states and to submit a three- to five-year long-range plan if they believe such a plan could result in bargaining legislation.

Next, we'll probably identify a few states to receive resources—staff help, research analysis, and funding—to help them succeed in their efforts.

Do you foresee any conflict in maintaining a balance between collective bargaining and instructional issues?
Sure. There's always that problem. But one of the real pluses that Mary brought to the presidency was the delicate balance of collective bargaining, instructional issues, and human and civil rights, and I'll do my very best to maintain that balance.

But the fact is that instructional issues are bargaining issues, and human and civil rights are bargaining issues. If we can continue keeping those coequal, I think we'll be successful. I'll resist the efforts of anyone who tries to overemphasize one at the expense of the others.

How are you addressing the so-called "choice" issue in education?
Well, unfortunately *choice* is the euphemism of the day. It allows politicians to avoid the real problem of education—that is, how to educate all youngsters to be productive in society.

Choice never has been and never will be an option in educating the general public. It's an option for educating a few, and we can't afford that.

We already work with a lot of choice in education. We have alternative schools, we have magnet schools.

To be honest, I think "choice" is a way politicians avoid their own real problem: the proper funding to make all schools good schools. It's very interesting that, with all of the discussion on choice, there's very little data on it. The Minnesota plan isn't really off the ground, and already they're talking about the "great Minnesota plan."

Keith and wife Janet, a third-grade teacher, in the garden of their Northern Virginia home.

Today's school populations are increasing in ethnic diversity. How do you envision the role of multicultural education?
I think we have to reemphasize bilingual education. Although I believe every youngster who goes to school in the United States must be taught English, I also think that while youngsters are learning English they must have the chance to sit down with an adult who speaks their own language.

We must do everything we can to encourage members of all cultures to enter the teaching profession, and we must make sure that those of us who are not a minority are sensitive to the needs of minorities. When something negative is happening to a minority group in our schools, it ought to be people like me who speak out, not just the people who are victimized.

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Innovation

News of exciting efforts NEA members are making to change the way schools work.

More Sharing in Dallas

Texan Charlie Hodge thinks he's the only math chair in the country who doesn't teach the calculus class.

"Too many good ol' boys hog the top course," Hodge says, "which is death for the other teachers." Hodge, who has just begun his 23rd year teaching, certainly qualifies as a good ol' boy. He's even been a coach.

But Hodge didn't forego teaching calculus just to make his colleagues happy. New course assignments for teachers were part of a plan to raise student math achievement in heavily minority (95 percent, mostly Hispanic and Black) North Dallas High School.

"We had too many kids taking Fundamentals of Mathematics, which leads nowhere," says Hodge, who was elected math chair in 1985. "My idea was to push the kids into higher-level math courses—starting freshman year with Pre-Algebra, or if possible Algebra I, rather than basic math."

The math program at North Dallas has been transformed by three innovations:

► *Teachers sharing high- and low-level class assignments.* Courses are weighted by level, ranging from one point for a calculus class to 12 points for a class in basic math. The target for each teacher is a five-class schedule that averages between 33 and 50 points.

"This is the best schedule I've had since I started teaching in 1967," says Judy Doss. "I've never taught Algebra II before." Doss also teaches Algebra I.

► *In-school tutoring.* Every morning at 7:30 a group that often includes Hodge and Doss and Col. Noyes Bishop, a Junior ROTC instructor, are in the school cafeteria, ready to explain the homework for *any* math class and to sign off on corrections of failed tests. Throughout the day (but not in the cafeteria), math department members cover a math lab each period for students who have study hall.

Says Tom Taylor, who teaches Consumer Math, Pre-Algebra, and Algebra I: "The math lab forces me to look at higher-level courses I'm not teaching and would otherwise lose my ability to teach."

► *The John Saxon math textbook series.* Hodge says the Saxon books, with their emphasis on review and word problems, have helped eliminate classroom disruption. "With the constant practice, nobody falls behind," he explains, "so nobody feels lost."

Mel McIntyre

It's 7:30 a.m. in the North Dallas High School cafeteria—that means Col. Noyes Bishop (left), Charlie Hodge (center), and Judy Doss (back to camera) are available for coaching in math.

Math department members are enthusiastic about the effects of their new program—but what do the numbers show?

► More kids are now passing the 11th-grade Texas state skills test. Last year 91 percent of North Dallas juniors passed, up from 10 percent in 1985.

► Bigger enrollments in fast-track courses: Pre-Algebra has gone from 160 to 320 students, Algebra I from 75 to 270, Algebra II from 20 to 170, Precalculus from 5 to 30. A dozen students completed calculus last year.

And basic math enrollment? Down, from 390 students to 50.

—Nancy R. Needham

Less Chaos in Fairbanks

Two years ago, hectic schedules at Lathrop High School in Fairbanks, Alaska, were taking a heavy toll on the whole school community. The brief five minutes that separated each of the day's six 52-minute periods meant students literally had to run from one class to another. The school's 68 teachers didn't have time for so much as a drink of water. English teacher and NEA Board member Susan Stitham sums up the mood that permeated the school: "The pace kept us weary."

Then, a year ago, the picture changed. The shift began in January 1988, when the Lathrop faculty began looking for ways to make the school schedule more humane. Stitham told department heads about a scheduling pattern a school in Anchorage had been using for 13 years. It looked complicated—but it was working. When the idea was presented to Lathrop's teachers, they decided they'd like to give it a try.

Joe Di Dio

English teacher and NEA Board Member Susan Stitham says Lathrop's reform has broad support.

A faculty committee chaired by chemistry teacher and Association faculty rep Kathy Moseley spearheaded a campaign to get the plan approved. Lathrop's principal was supportive, advocating the plan to the central administration. The district okayed the new scheduling pattern in May 1988, and it went into effect last September.

The new plan divides the day into four periods instead of six. Each period is 80 minutes long, a 50-minute lunch break has replaced the old 30-minute one, and there are 15 minutes between classes.

The schedule changes each week for three weeks, then repeats (see below). A student still takes six periods. Four of them meet each week, and each of them meets during two weeks out of every three.

Lathrop High's Experiment

	Week 1	Week 2	Week 3
a.m. periods	1	2	3
	2	3	1
p.m. periods	4	5	4
	5	6	6

Joe Di Dio

Lathrop High Association rep Kathy Moseley helped lead the school down the path to reform.

The difference? "Like day from night," notes Stitham. Kids who were always late for class are now early—and better prepared. Life is easier, and time more productive. Teachers can delve more deeply into daily lessons, devote more time to class discussion, and return student papers sooner than before. "It's a matter of better focusing our energy," she explains.

The longer science labs and art classes mean kids get more concentrated hands-on experience. Longer physical education periods mean more instruction, because students spend a smaller proportion of class time merely changing clothes. And kids are less stressed and do a better job in all classes because they have homework from only three classes each night.

How do most teachers and students like the new schedule? In polls conducted several months after it went into effect, teachers voted 97 percent and students 89 percent not only to continue the plan, but to make no changes whatsoever.

—Diane Dismuke

People

Joe Di Dio

A Will... ...a Way

In 1984, multiple sclerosis finally forced **Terry Dale Abramson**, a Randallstown, Md., English teacher, out of the place she loved most: Deerpark Middle School. For years she'd been battling the crippling neurological disease. Now she could no longer work in the classroom.

"My job was gone, my independence was gone, everything seemed gone," says Abramson. "All I had left was me: unless I fought back, I'd have nothing."

Determined to continue teaching, Abramson created the Computerized Academic Assistance Program, which lets her use a two-way computer system to communicate with her students. Using equipment and software designed by Volunteers for Medical Engineering—a group of engineers who donate their time to help disabled people cope—Abramson teaches language, writing, and composition to 12 students in grades 6 through 8 at Deerpark.

For one period a week, each works with Abramson from a small computer room in the school library.

Despite the physical barriers between Abramson and her students, she says, "Their personalities come through the computer."

Abramson's program has been so successful that last year the school board finally decided to hire her full-time. This year she'll teach students and also help other teachers with writing programs.

Education of a Video Producer

When lack of instructional materials hampered Escondido, Calif., special ed teacher **Su Scott** in teaching local history at Felicita Elementary School, she decided to make a video herself. Never mind that her only filming experience was in making home movies.

In spring 1988, Scott got a $4,000 grant from the North County Television Foundation to produce a 25-minute tape. She enlisted the help of city historians, TV technicians, a retirement community, a bank, and a historical society. The school district donated $100 and provided a substitute teacher when necessary. Scott estimated the project would take six months.

But as Scott learned, the project grew. Ever the perfectionist, she often climbed to several vantage points to get the best camera angle. After a year, *Escondido: A Living History* was completed. Five days later, Scott gave birth to a baby boy.

Wade Nilo

What's Next—Music Video?

Larry Salzman

Hastings (Minn.) choral director **Lin Warren** and 68 of his students ended up in Carnegie Hall last year—the old-fashioned way, through practice. Warren's students sang at a Minnesota Music Educators Association conference and were "discovered."

First, Delta Records called. After a successful audition, 350 Hastings students attended a 13-hour recording session to produce an album called *Songs of Christmas*. Next, Mid-America Productions signed up Warren and the Hastings concert choir to perform at Carnegie Hall. The program, which featured 10 student choirs and the New England Youth Symphony, took place last winter.

"It was a real kick," says Warren, who'd never been to New York City himself. "It's something the kids will remember their whole lives."

Several students from the group plan to go on to musical careers, but Warren says, "I've got no ambition to create stars. I'm satisfied if I can make them all love music."

Sheep with Class at U. of Mass.

Kristen Whittle isn't classified as a shepherd, but tending sheep on the University of Massachusetts-Amherst campus is a big part of her responsibility. Besides some 150 sheep, Whittle's charges include several dozen goats, 25 pigs, and several head each of dairy and beef cattle.

What are farm animals doing on a university campus? The herds are used for both teaching and research, explains Whittle, who's in charge of their welfare and health care. Students preparing for veterinary school spend three weeks caring for the animals. They learn what to feed them, when, and how. They learn about their reproductive cycle. They also learn that not only disease, but the wrong care, can cause health problems.

"And they get a chance to make sure they've chosen the right career," Whittle points out. "That's especially important because they can get early acceptance to the Tufts vet school when they enter undergraduate school here."

John Kuykendall

Michael McMullan

Flag from Space Keeps Waving

Millington (Tenn.) Central Elementary School in Shelby County, near Memphis, is the first school to win the Tennessee Space Week space flag contest.

Competing with other schools statewide, Millington took top honors for integrating space education into all areas of the curriculum, involving the community, sponsoring special activities, and documenting the whole project on paper. The prize: the right to fly the flag that accompanied the space shuttle *Discovery* in September 1988—the first successful launch after the *Challenger* tragedy.

"During Space Week every subject we taught had to do with space. Our whole school orbited around the stars and the universe," says fifth grade teacher and project coordinator **Carol Crawford,** pictured (center) with Millington Central principal and former local Association president **Kay Morgan** (left), and **Linda Wilson** (right), immediate past president of the Shelby County Education Association. Crawford says Millington students were so caught up in the project that they renamed their cafeteria food: space fries, rocket dogs, moon plants (vegetables).

The Tennessee Education Association initiated Tennessee Space Week, which it runs jointly with NASA.

As for the research, the sheep sometimes give blood—which resembles human blood—for public health toxicity studies. But most research is in animal husbandry—embryo transplants, for example. "The surgery's state-of-the-art," emphasizes Association member Whittle. "It doesn't hurt or injure the animal."

A True American Culture

"'There were no Indians before Columbus—true or false?' 'That's one of the first questions I put to a non-Indian audience," explains **Archie Mason, Jr.**, director of Indian education in the Tulsa, Okla., schools.

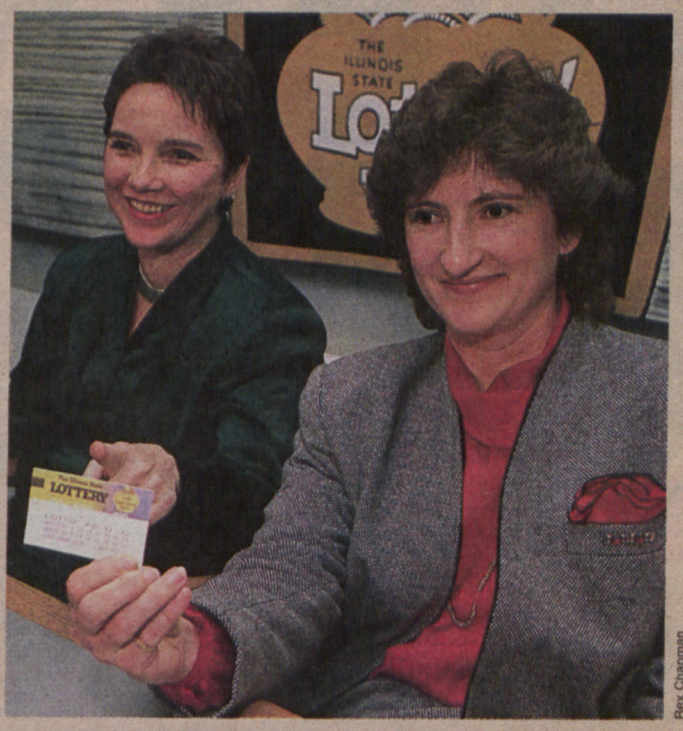
"The answer, of course, is *true*. In 1492, there were hundreds of different nations living on this continent. It was Columbus who lumped them together under the same name—*Indians*."

Authentic American Indian tradition is a key element in Mason's professional and personal life. He and his wife Ramona have their own dance troupe, the Bear-Sky Dancers. And every spring Mason performs as senior tail dancer for the *I Lon Shka*, a four-day drum ceremony held in Osage villages near Tulsa. Tail dancers, Mason explains, are the ones who dance alone in the final refrain of each song.

In the Tulsa schools, Mason—who's a member of NEA, OEA, and the Tulsa Association of Resource Personnel—heads a troupe of students who perform Indian dances before local groups in Tulsa.

"About 7 percent of Tulsa students are American Indians," notes Mason, "and they come from 45 different tribes, including Eskimo and Aleut tribes."

Steve Jennings



Rex Chapman

Overnight Millionaire

The Illinois Lotto was worth $69 million last spring when high school biology teacher **Linda Lambert**, right, and her sister Barbara bought 37 $1 tickets.

"When my sister told me we had a winning ticket, I asked, 'How many numbers matched?' And when she said, 'All of them,' I didn't disbelieve her—but, well, you just can't believe it."

In this case, you can. The self-proclaimed "Lotto Linda" and her sister beat 12.9-million-to-1 odds to win a fourth of the jackpot. That's $17.4 million—or about $350,000 apiece after taxes every year for the next 20 years.

"It's kinda scarey going from being a moderately paid teacher to a wealthy woman overnight," Lambert confesses. "It's something I never dreamed of."

The 18-year teaching veteran won't be back at Lake Park High School this fall—but she won't be leaving education. Instead, she plans to finish her doctorate, travel, and write children's books.

YourNEA

The 1989 NEA Representative Assembly

Moving into the '90s

Photos by Joe Di Dio

Assembly scenes: Clockwise from lower right: Delegates John Meis from Illinois and Linda Alder from Utah review resolutions; New Jersey delegates Alice Peters (right) and Dorothy Prouty track new business items; Maryland's Susie Jablinske denounces China's crackdown on students; NEA President Mary Hatwood Futrell makes her farewell speech to the Assembly.

A record 8,683 delegates converged on Washington, D.C., for NEA's annual Representative Assembly July 2-5. Meeting under the theme *Public Education: Our Path to Progress*, delegates elected leaders to help lay out that path—an NEA president and vice president, four Executive Committee members, and four at-large members of NEA's Board of Directors. The RA also set policies, mandated actions, and established legislative priorities, then approved a $135 million budget for the coming year.

Keith Geiger, NEA's vice president for the past six years, was elected the Association's new president. Geiger, 48, a mathematics teacher from Livonia, Mich., takes office September 1.

Mary Hatwood Futrell, NEA's president since 1983, leaves the Association's membership just shy of the 2 million mark—a gain of nearly 400,000 members during her term in office.

In her keynote address to the RA, Futrell told delegates they're the "true architects of school reform.

"Our schools are good," Futrell said, "but to meet the challenges ahead they must be better."

Real change, Futrell explained, "will require a commitment from teachers, parents, elected officials, business leaders, and community leaders as well as a much greater federal investment in public education."

Geiger, in his acceptance speech, emphasized NEA's concern that education reform not lose sight of "the inalienable right of every child" to the best education America can provide.

Succeeding Geiger as NEA vice-president is Bob Chase, a junior high school social studies teacher from Danbury, Conn., and current member of the NEA Executive Committee. Elected to the Committee for the one year remaining in Chase's term is Dennis Van Roekel, a high school math teacher in Phoenix, Ariz. Reelected for a second three-year term is Sue Hovey, a high school teacher of gifted and talented students from Moscow, Idaho. Reg Weaver, a junior high school science teacher in Harvey, Ill., was also elected to a three-year term.

A final vacancy on the nine-member Committee has been filled by Linda Pondexter, a seventh grade social studies teacher in Little Rock, Ark. She'll serve the two years left in the term of Edith Swanson, who died last April.

To fill an at-large NEA Board seat reserved for an administrator, delegates picked Julia Kerr, an elementary school principal from Humble, Texas. For three vacant at-large ESP positions on the Board, delegates reelected Mary Ann Smith, a clerk in the Pinellas County, Fla., schools, and elected Kevin Forney, a graphic artist at Clackamas Community College in Oregon City, Oreg., and Elaine Spondike, a junior high school secretary from Mentor, Ohio.

Delegates debated scores of issues. One successful resolution rejects state- or federally mandated parental option or "choice" plans. Such plans, delegates noted, undermine the commitment to provide quality education for all students.

The RA also voted not to support *Channel One*, a package of television news and commercials being marketed by Whittle Communications to school districts around the country.

Delegates held an indoor rally to protest the massacre of Chinese students demonstrating for democracy.

In her final words to the Assembly, outgoing NEA President Mary Hatwood Futrell spoke of her love for America's educational family.

"I will never forget you or this organization, and I believe you will succeed as long as you never forget who you are. You are the most powerful union in the United States. . .and you are also a professional organization working for the children of America."

—Ron Holt

RESOLUTIONS

THE 1989-90 RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION

The following resolutions were adopted by delegates to the 1989 NEA Representative Assembly.

FOREWORD

The Constitution of the National Education Association indicates that the goals of the Association shall be the 10 goals stated in the Preamble. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6.K states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. SERVE AS THE NATIONAL VOICE FOR EDUCATION

A–1. Educational Opportunity for All

The National Education Association recognizes that education is a lifelong process and that the public schools serve a constituency that embraces all age groups. The Association believes that education should be suited to the needs of the individual, nonsegregated, offered beyond the traditional school day and school year, required through the secondary school, offered at public expense, controlled by local and state boards of education, and guaranteed by the Constitution of the United States.

The Association believes that individuals, at their expense, should be free to choose, to supplement, or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate agency.

The Association urges its affiliates to seek and support legislation that denies tax-exempt status to those institutions whose policies and/or practices prevent the integration of those institutions. (69, 85)†

A–2. Public Education

The National Education Association believes that the priceless heritage of free public educational opportunities for every American must be preserved and strengthened. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in the development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to—

a. Achieve functional proficiency in English, with emphasis on the development of those basic reading, writing, speaking, and listening skills essential for success in other disciplines and everyday life

b. Compute effectively enough to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being

c. Use critical thinking, creative thinking, and problem-solving skills

d. Exercise attitudes of good citizenship, societal productivity, and global awareness

e. Appreciate the aesthetic and moral qualities of life

f. Formulate values for their lives that will lead to continual growth and self-fulfillment

g. Recognize and appreciate the cultural, social, political, and religious differences found throughout the nation and the world

h. Use leisure time effectively and develop sound physical health habits

i. Develop skills in the practical/vocational and fine arts.

The Association urges its state and local affiliates to intensify efforts to maintain and strengthen through the use of licensed teachers comprehensive programs of education that aspire to these goals. (69, 89)

A–3. Public Education/National Defense

The National Education Association believes that maintenance of a strong system of public education is paramount to maintaining a strong U.S. national defense. (85)

A–4. Excellence in Education

The National Education Association believes that continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that mastery is a standard of excellence achieved when students demonstrate the ability to use what has been taught and have command of subjects sufficient for problem solving, decisionmaking, and further educational growth. To that end, the Association reaffirms its support of high standards for teaching and learning in which the student becomes an active participant in the mastery process.

The Association believes that sufficient resources and program alternatives should be provided to allow for the proper placement of each student so that social promotions can be prevented or minimized. (83, 86)

A–5. Understanding and Support of Public Education

The National Education Association recognizes its responsibility to promote understanding and support of public education and educators and to encourage wide community and parental participation in achieving and maintaining educational excellence.

The Association believes that the success of our nation depends upon high standards of educational excellence. The Association supports high standards for student achievement, excellence in teaching, a positive school environment, and high parental expectations for schools. It also recognizes its responsibility to publicize adverse educational conditions and to support efforts to improve such conditions.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention should be focused on the contributions of education and educators. (69, 86)

A–6. Effective School Climate

The National Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association believes that an effective school has a positive environment where school employees, students, and parents care for, respect, and trust each other and where the school as an institution cares for, respects, and trusts the people in it. (87)

A–7. U.S. Department of Education

The National Education Association believes that the U.S. Department of Education must be a viable force for the maintenance and improvement of public education in the United States. The Association further believes that Association members must be fully involved in establishing goals and planning programs with the Department.

The Association further believes that internal and external attempts to dismantle and to erode the effectiveness of the Department of Education through the federal budgetary process are detrimental to the public interest. (80, 88)

A–8. U.S. Federal Schools

The National Education Association believes that all federal schools, except those under the control of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

The Association further believes that all dependents of U.S. government employees overseas should be afforded the opportunity to attend such schools. (80, 85)

A–9. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens that arise from the needs of our national social, economic, and political system. The Association asserts that a major federal role is to ensure equality of educational opportunity for all. A second role is to collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs. A third federal role is to grant supplemental aid to states that are not able to raise adequate funds, to provide all students with a high-quality education, and to provide funding to support state and local government efforts in pursuit of national interests in public education.

The Association will continually seek general federal support for the whole of public elementary, secondary, and postsecondary education. The federal monies must be expended solely and equitably for public education. The Association also condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. Therefore, it seeks support in accordance with the following principles:

a. In assisting local school districts, the federal government must assume a full partnership role by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance.

b. In recognition of its high priority, federal education funding must be clear and identifiable within the federal budget.

c. Federally funded instructional programs should have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. Advisory committees for federally funded programs should reflect the ethnic makeup of local communities to ensure accountability and equity. Parents, students, and educators should be included as members of these committees.

e. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting the establishment of religion, and provide for judicial review as to its constitutionality.

g. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association supports federal funding for postsecondary education, including—

a. Programs of institutional, scholar, and student support

b. Grants to support vital research functions

c. Student financial assistance to assure access and choice for all qualified students who wish to pursue postsecondary education, regardless of personal financial means

d. Support of historically Black colleges and developing institutions.

The Association will oppose those provisions in federal legislation and/or current laws that include funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students in elementary and secondary education. (83, 86)

A–10. Improving Neglected Schools

The National Education Association believes that many schools are in a state of crisis as evidenced by decay, neglect, and continuing deterioration. Such schools must be provided with the necessary financial resources to increase staff and to provide improved instructional materials and adequate physical facilities.

The Association further believes that the community, parents, students, teachers, and educational support personnel must be effectively involved in designing programs to implement positive change. (69, 86)

A–11. Deleterious Programs

The National Education Association believes that the following programs and practices are detrimental to public education and must be eliminated: performance contracting, tax credits for tuition to private and parochial schools, voucher plans (or funding formulas that have the same effect as vouchers), planned program budgeting systems (PPBS), and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management-by-objective systems, block grants, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the Association and its affiliates to prevent such abuses. (74, 87)

A–12. Federally or State-Mandated Choice/Parental Option Plans

The National Education Association believes that federally or state-mandated parental option or choice plans compromise the Association's commitment to free, equitable, universal, and quality public education for every student. Therefore, the Association opposes such federally or state-mandated choice or parental option plans.

The Association believes that local districts, in partnership with state and federal governments, must provide a quality education for every student by securing sufficient funding to maintain and to enhance excellence in each local public school district.

The Association continues to support alternative programs in the public schools for specific purposes. (89)

A–13. Tuition Tax Credits

The National Education Association believes that tuition tax credits—under which pre-K to 12 private school education is subsidized by federal or state tax monies—could lead to racial, economic, and social isolation of children and undermine our commitment to the public school system.

Therefore, the Association believes that all federal and state legislation designed to establish or implement plans for pre-kindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. (84, 89)

A–14. Voucher Plans

The National Education Association believes that voucher plans or funding formulas that have the same effect as vouchers—under which education is financed by federal, state, or local grants to parents, schools, or school systems—could lead to racial, economic, and social isolation of students and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. (70, 89)

A–15. Tax Reform

The National Education Association supports tax reform and encourages forums and conferences that will plan and propose reforms at the local, state, and national levels. The Association believes that tax reform must be completed promptly and rationally. Tax reform should—

a. Increase tax fairness and raise revenue necessary to finance quality public education and other public services

b. Prevent excessive reliance on property tax or any other single tax

c. Reflect the findings of comprehensive studies of the total individual and corporate tax burden

d. Assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence

e. Assure that statewide uniformity in property tax effort be required

f. Provide for increased local and state funding of public education

g. Not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools

h. Eliminate tax laws and rulings that are harmful to school employees and educational needs. (78, 86)

A–16. Educational/Economic Stability of States

The National Education Association recognizes that the educational and economic well-being of the country depends upon the economic health of each of the regions, states, and localities.

The Association supports efforts to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation.

The Association supports efforts to correct policies that contribute to the particular economic difficulties of individual regions, states, and localities. (81, 86)

A–17. National Health Insurance

The National Education Association believes that preventive health care is important and that many educational problems stem from the lack of health services to the student and family.

The Association believes that access to comprehensive health care is a right of every citizen and that a national health care insurance plan should be supported and funded by the U.S. Congress.

The plan should encourage diversity and flexibility in the provision of health care service. This plan must be mandatory and be provided by both public and private agencies that have substantial consumer representation on their governing boards. (78, 87)

A–18. Media

The National Education Association recognizes the fact that the media have an effect on the education of the public. Therefore, the Association believes that the media have an obligation to provide full, constructive, and accurate presentations. The Association supports the media's right to protect information and sources of information from mandated disclosures and search and seizure.

The Association recognizes that children are an especially vulnerable audience who must be protected from violence, stereotyping, and exploitation by advertisers. To help children become critical users of the media, the Association encourages advertisers, media professionals, and parents to use materials of the highest caliber. These materials should be made available to children with consideration given to the child's age, time of day, and type of materials. The Association encourages advertisers and media professionals to use standard grammar and spelling and refrain from the use of profane language.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive, educational programming. The Association further urges its affiliates and members to help parents determine the types of programs their children should be viewing. (69, 86)

A–19. Media Utilization

The National Education Association believes that the broadcasting industry must serve the public interest and educational process. It encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction. It is essential that teachers have the right to record programs off the air and play them back on a delayed basis sufficient to meet the needs of effective teaching.

The Association further believes that the Public Broadcasting Service (PBS television), National Public Radio (NPR), and expanding cable television (CATV) should provide communication services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and other public purposes.

The Association urges its affiliates to become involved in the program development and utilization of each of these media resources. It further urges the continuation of local, state, and federal financial support for public broadcasting. (81, 86)

A–20. Telephone/Telemarketing Programs

The National Education Association recognizes the potential

†Figures in parentheses after each resolution represent the years when the resolution was first adopted and last amended. If only one year is shown, no revisions have been made since the resolution was first adopted.

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for telephone and telemarketing programs to exploit children.
The Association believes that electronic blocking devices should be made available to parents at no cost to limit children's access to these programs. (89)

A–21. Rural Education
The National Education Association supports a strong rural educational system and the preservation of the community infrastructure in rural America.
The Association believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.
The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel that will reflect the special needs and problems of rural schools.
The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (76, 85)

A–22. Urban Development
The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. (74, 88)

A–23. Community Education
The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems.
The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of community education programs in their states. (77, 86)

A–24. School Boards
The National Education Association believes that school boards must be representative of the population within the school district, including representative participation of minority groups. Board members must be elected by the voters of the school district and must be charged with the responsibility of promoting public understanding of the schools. The Association also believes that school board members should be elected from representative districts.
The Association urges its affiliates to seek legislation that would make it mandatory for school board meetings to be held at times and places that would allow school employee and community involvement in educational decisionmaking and guarantee their right to participation. Such legislation should also provide for open discussion that guarantees the local affiliate input prior to a vote on any agenda item. Further, such legislation should guarantee the local affiliate the right to have items placed on the school board agenda. (80, 88)

A–25. Public School Buildings
The National Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (82, 87)

A–26. Environmental Education
The National Education Association believes that the nation's priorities must include the protection of our environment. It urges the establishment and maintenance of Federal Wilderness Areas, Recreational Areas, Refuge Areas, and designated local green areas. It further urges the development and improvement of educational programs that will—
a. Promote the concept of the interdependence of humanity and nature
b. Develop an awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment
c. Promote an understanding of the necessity to protect endangered, threatened, and rare species
d. Promote an understanding of the necessity to protect the earth's finite resources
e. Promote the concept of pollution reduction.
The Association urges its affiliates to support environmental programs in school systems for learners of all ages. (73, 85)

A–27. Arbor Day
The National Education Association believes that Arbor Day should be appropriately observed each year in every state. The Association urges its state and local affiliates to encourage their governors and mayors to declare the appropriate day each year as Arbor Day. Appropriate activities such as essay contests and tree plantings should be a part of this observation in each school. (88)

A–28. Energy Programs
The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources, urge research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.
The Association urges its affiliates to support legislation that would ensure the operation of public schools during the school year and encourages the use of new energy sources and efficient design in school renovation and construction.
The Association encourages its local affiliates to support efforts to develop conservation awareness and school building energy audit programs. It urges the support of programs to investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (77, 85)

A–29. Safe School Environment
The National Education Association believes that all educational facilities must be safe from all environmental and chemical hazards, including lead from water pipe systems within schools. The Association urges the establishment and vigorous enforcement of stringent standards to ensure health and safety. It further urges its affiliates to support local ordinances and state and federal legislation and funding to ensure these health and safety standards.
The Association believes that school personnel, students, and their families should be notified of potential hazards and the action plan for corrections. The Association urges that when facilities are altered or repaired these activities do not create additional health hazards. The Association further believes that affected local districts have a responsibility to post immediate notice of these hazards through the public media. (89)

A–30. Radon
The National Education Association believes that all educational facilities must be safe from the hazards of radon and urges its affiliates to seek and support legislation that requires—
a. Testing of public school facilities for radon
b. Evaluation of current radon testing procedures to determine which procedures are truly effective
c. Immediate corrective action in those schools where radon exceeds safe levels. (89)

A–31. Organizations of Other Nations
The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69, 86)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B–1. Instructional Excellence
The National Education Association believes that a prime responsibility of the Association and its affiliates is to encourage ongoing improvements in the quality of instruction. The primary authority to recommend instructional improvements should lie with the teachers through a democratic decision-making process. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist in this process.
The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.
The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions.
The Association recommends that writers, publishers, and producers provide materials that have been field tested in classroom situations and proven effective. (69, 86)

B–2. Higher Education Research and Study Grants
The National Education Association believes that both the governmental and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.
The Association believes that the process of study and research grants provided should influence neither undergraduate nor graduate curriculums until such time as the research is completed and systematically integrated into the curriculums.
The Association further believes that academic freedom applies to research and the dissemination of research results. (85)

B–3. Evaluation and Promotion in Higher Education
The National Education Association affirms the importance of teaching in institutions of higher education and believes, therefore, that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted.
The Association further believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (86)

B–4. Funding of Higher Education
The National Education Association supports the maintenance and expansion of funding for higher education, including programs of institutional and scholar support, research grants, support for the historically black and for developing institutions, and student financial assistance to assure access and choice for all qualified students—regardless of personal financial means—who wish to pursue higher education. The Association believes that student need, as well as enrollment, should be a criterion for funding postsecondary education. The Association further believes that need-based student financial assistance should be available through all higher education institutions as well as governmental agencies. (86, 89)

B–5. Foreign Language Education
The National Education Association believes that foreign language instruction is an important part of the total educational process and an integral part of international studies.
The Association supports the maintenance of current programs and the further encouragement and development of foreign language instruction and international studies at all educational levels.
The Association recognizes the need for teacher training programs for foreign language teachers and supports teacher and student exchange programs. (81, 85)

B–6. American Indian/Alaska Native Education
The National Education Association recognizes that the complex and diverse needs of American Indian/Alaska Native children require the direct involvement of parents, Native educators, tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their cultures.
The Association believes that adequate federal funding for American Indian/Alaska Native education must be provided to effect necessary improvements. The Association supports the movement toward self-determination by American Indians/Alaska Natives—provided that such programs are voluntary. Any termination of federal support as either a direct or an indirect result of efforts to extend self-determination is opposed.
The Association supports programs that provide for—
a. Legislation that assures the involvement and control of the education of American Indians/Alaska Natives by their parents, communities, and educators
b. Involvement of American Indians/Alaska Natives in teacher training programs dealing with cultural pluralism and native values
c. Assistance to local and state associations in meeting the educational needs of American Indian/Alaska Native students
d. Participation by American Indians/Alaska Natives in NEA conferences and leadership training programs
e. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of the American Indian/Alaska Native people.
f. Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
h. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives
j. Control of Native lands by American Indians/Alaska Natives. (76, 88)

B–7. Chicano-Hispano Education
The National Education Association recognizes that the complex and diverse needs of Chicano-Hispano children require the direct involvement of Chicano-Hispano educators, parents, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.
The Association supports efforts that provide for—
a. The recruitment, training, and employment of bilingual teachers and counselors to meet the needs of Chicano-Hispano children
b. Federal and state programs establishing educational opportunities for Chicano-Hispano children
c. Federal and state grants and scholarships that will facilitate the entry of Chicano-Hispano students into the teaching profession.
The responsibility for developing and implementing programs for Chicano-Hispano children should be realized by state and local agencies, regardless of the availability of federal funds. (72, 87)

B–8. Asian and Pacific Islander Education
The National Education Association recognizes that the complex and diverse needs of Asian and Pacific Island children require the development of programs that preserve the rich heritage of their cultures. It believes that adequate federal funding must be provided for the—
a. Development of curriculum and instructional materials
b. Dissemination of programs and information
c. Preservice and continuing education of teachers
d. Education of Asian and Pacific Island adult refugees.
The National Education Association supports the celebration of Asian/Pacific Heritage Week and encourages opportunities to preserve, promote, and perpetuate Asian and Pacific Island heritage and culture. (79, 88)

B–9. Black American Education
The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents, community leaders, and groups to assure the development of adequate and equal educational programs.
The Association supports efforts that provide for—
a. Celebration of Black History Month as a means of acknowledging the contribution of Black Americans to the history and development of these United States
b. Recognition of Black educators as role models
c. State and federal funding of scholarships to facilitate the entry of Black students into the teaching profession
d. Passage of state and national legislation to promote the preservation of Black heritage and culture
e. Involvement of Black educators in developing educational materials used in classroom instruction
f. Dissemination of information and programs that include the values, heritage, language, culture, and history of the Black American
g. Development of athletic programs that promote educational excellence, not just athletic power
h. Opposition to the resegregation of the public schools through special classes
i. Hiring and promotion of Black educators in positions at all levels of the education profession. (81, 87)

B–10. Career Education
The National Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in gender-free career awareness and exploration to aid students in career course selection.
The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers, including small business management and self-employment. The Association and its affiliates should be encouraged to provide professional development experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs. (76, 85)

B–11. Youth and Adult Training Programs
The National Education Association believes that the public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association further believes that these programs should supplement, and not supplant, the vocational programs provided in the public schools.
The Association further believes that the use of funds for and duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, the handicapped, and ethnic minorities in nontraditional occupations. (80, 87)

B–12. Sexism in Education
The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and in the present.
The Association recognizes that many instructional materials portray females and males in sex-stereotyped roles. It urges educators to use instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.
The Association endorses the use of nonsexist language by all schools. It further believes that sexism and sex discrimination must be eliminated from the curriculum. (75, 85)

B–13. Energy Education
The National Education Association supports educational programs that increase understanding of energy, alternative energy sources, and energy conservation.
The Association urges its affiliates to support a National Energy Education Day and to encourage energy education programs at all levels. (85, 86)

B–14. Nonviolence in Schools
The National Education Association believes that school employees and students should be safe from violence. The Association urges the appropriate agencies—including public safety agencies, school administrators, and local, state, or national governments—to use their authority to prevent violence in schools and in society. (86, 89)

B–15. Educational Bureaucracy
The National Education Association is committed to improving direct student instruction. The Association believes that the expanding educational bureaucracy severely limits optimal classroom instruction. The Association urges its affiliates to work toward a teacher-controlled educational system and thereby reduce this bureaucracy. (77, 86)

B–16. Business Support for Public Education
The National Education Association believes that the business community should play a cooperative role with the Association in the support of public education.
The Association urges local affiliates to develop strong coalitions with the business community to advocate adequate and stable tax funding for public education. In addition, the Association welcomes supplementary activities such as cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment from the business community. (84, 86)

B–17. Technology in the Educational Process
The National Education Association recognizes the advancement and application of instructional technology and high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society.
The Association believes that—
a. All education employees must be afforded the opportunity to explore the potential of emerging technology and must have access to necessary materials for managing and advancing instruction.
b. Teachers must be involved in all aspects of technology utilization, including planning, implementation, and evaluation.
c. Teacher preparation in instructional technology must begin in college and university programs and extend through continuing opportunities for professional development.
d. Students must become aware of the social and economic impact of technology and must be provided with access to and instruction in the use of such technology. Further, technological education programs must provide equity in training, funding, and participation for all students regardless of age, race, gender, socioeconomic level, or geographic location.
e. All students and staff should have an understanding of copyright law and the responsible use of technological materials.
f. Instructional technology should be used to support, but not supplant, the classroom teacher. (81, 89)

B–18. Labor Movement Education
The National Education Association believes that the influence of the labor movement and unionism on the growth of the United States should be an integral part of the curriculum in our schools.
The Association urges teachers, curriculum committees, and authors to include material that accurately presents the important contributions to our country's history and growth that have been provided by the unions involved in the labor movement and the individuals who led that movement. (88)

B–19. Metric System
The National Education Association supports the adoption of the International System of Units (SI metric system). The Association urges that the SI system be taught at all educational levels. (69, 86)

B–20. Classroom Use of Animals
The National Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.
The Association urges that teachers encourage compassion and respect for all living things. (89)

B–21. Basic Financial Support of Public Education
The National Education Association believes that to achieve its commitment to equal educational opportunity for all and to ensure fair tax practices for all citizens, public education must be supported from public tax sources. Therefore, it seeks support in accordance with the following principles:
a. An increasing portion of public funds should be for direct instruction of the student.
b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.
g. Programs, where appropriate, must make adequate provision for research and development and for promoting improvement in education practice.
h. Funds must be provided for programs to alleviate race and sex discrimination and to reduce portrayal of race and sex stereotypes in the public schools.
i. Public funds shall not be expended for any materials that promote sex stereotypes and/or sex bias.
j. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
k. Categorical funding is essential and must be assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged. (77, 86)

B–22. Funding for Education Legislation
The National Education Association urges that funds be provided for the full implementation of legislation it supports to enhance public schools and the students they serve. (78, 85)

B–23. Federal Impact Aid
The National Education Association is concerned about inadequate funding to maintain quality education for students in school districts impacted by federal policies, activities, and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.
The Association urges a permanent solution to the financial problems of severely impacted school districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs increased.
The Association also endorses the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program shall not adversely affect any locality currently receiving impact aid. (70, 89)

B–24. Financial Crisis
The National Education Association believes that free public education is in a financial crisis due to declining enrollment and/or shifting priorities. The Association seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.
The Association opposes the establishment of ad hoc classrooms in the event of school closures. (75, 85)

C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS

C–1. Student Rights and Responsibilities
The National Education Association believes that basic student rights include the right to free inquiry and expression; due process; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.
The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.
The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (69, 86)

C–2. Homework
The National Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning.
The Association believes that the type and the amount of homework assigned should be appropriate to a student's developmental level. (85, 88)

C–3. Early Childhood Development and Kindergarten
The National Education Association supports the inclusion of prekindergarten early childhood education programs within the public school system in facilities that are appropriate to the developmental needs of this age group. These programs should include prekindergarten screening, child care, child development, appropriate developmental curriculum, and special education. The Association further supports kindergarten programs that are developmentally appropriate and that adequately prepare the child for transition into first grade. The Association urges that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

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The Association believes that early childhood programs must be staffed by trained and certified/licensed personnel and trained support staff. It supports training programs that will lead to credentials consistent with the educational standards in each state. The Association recommends that minorities, the poor, and the elderly be recruited to work in such programs.

The Association advocates the establishment of fully funded, early childhood special education programs. These programs should be readily accessible, make available those services necessary to assist handicapped children from birth, and be staffed by certified teachers, qualified support staff, and therapists.

The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance. The Association supports regulations requiring children starting kindergarten to have reached five years of age by September 1 of that year. (75, 89)

C-4. Middle School and Junior High Programs

The National Education Association recognizes the special needs of the early adolescent.

The Association encourages the development of curriculum, guidance and counseling programs, health services, and preservice and professional development programs for these levels. (76, 85)

C-5. High School Equivalency Testing

The National Education Association supports the concept of a high school education for all youth.

The Association believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation. The Association is concerned about the misuse of high school equivalency testing and its negative impact on secondary education. The Association recognizes, however, that in some instances the use of high school equivalency tests is acceptable when the best interests of the students are served.

The Association further believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student. (76, 85)

C-6. Standardized Testing of Students

The National Education Association believes that standardized tests can be a useful student evaluation method. Standardized tests are most reliable and useful when tests are developed, administered, and interpreted by trained personnel and when the test results are received in time to facilitate modification of the instructional program. The Association urges the continued monitoring of standardized tests to assure that they shall be bias-free.

The Association urges its affiliates to guard against any misuse of standardized tests and advocates the use of a variety of developmentally appropriate assessment techniques.

The Association strongly supports the concept of truth-in-testing and recognizes it as an important step for bringing about test reform. The Association urges adoption of procedures that allow each test taker to request a post-test review of all standardized test questions, scores, and rationale for the correct answers. (78, 89)

C-7. Higher Education

The National Education Association supports higher education as an essential part of the education process. The Association believes that postsecondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports access to collegiate programs for all qualified students without regard to age, sex, race, military registration status, or ability to pay. The Association further supports fully funded, guaranteed student loan and grant programs.

The Association believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, the right to complete coursework during or after the quarter/semester missed due to documented extended illness, active participation of students in their own learning, and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. (80, 89)

C-8. Credit-Hour Evaluation

The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (77, 86)

C-9. Student Health and Personnel Services

The National Education Association believes that every student should have direct and confidential access to health, social, and psychological services within both school and community settings.

The Association also believes that health, social, and psychological services to students must be provided by appropriately licensed and certificated professional personnel in both settings.

The Association further believes that these services dealing with students' physical, mental, and psychological well-being are best delivered when there is coordination within the school, as well as among the school, home, and community.

These services must include—

a. Preventative programs to promote optimum wellness in physical, social, and emotional health to allow for the maximum level of school performance

b. Programs for early identification and diagnosis of health and/or learning disabilities

c. Programs—such as direct services within the schools and referrals to and coordination with community and local governmental agencies—that work to resolve identified disabilities

d. Programs that promote health awareness for students, school employees, parents, and community

e. Programs taught by specialists that include health education and physical education commensurate with maturation levels of students.

f. Comprehensive school-based, community-funded student health care clinics that provide basic health care services (which may include diagnosis and treatment) to supplement, but not supplant, school nurses.

The Association urges that, if deemed appropriate by local choice, these health care services include family-planning counseling and access to birth control methods and instruction in their use, and that school nurses be integrally involved in the design, development, and implementation of the clinic, serving as the nursing professional in the school-based clinic model.

The Association further believes that schools must assume an advocacy role for those students affected by circumstances that prevent them from functioning adequately in educational settings.

The Association urges its affiliates to monitor relevant legislative issues. (69, 89)

C-10. School Counseling Services

The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the prekindergarten level.

Guidance and counseling services should be provided through counselor/student ratios that best support students in realizing their full potential in all areas of growth and achievement. (87)

C-11. Student Sexual Orientation

The National Education Association believes that all persons, regardless of sexual orientation, should be afforded equal opportunity within the public education system. The Association further believes that every school district should provide counseling by trained personnel for students who are struggling with their sexual/gender orientation. (88, 89)

C-12. Student Stress

The National Education Association believes that there are increasing mental, emotional, and environmental pressures upon the children and youth of this nation. These pressures—resulting in increased drug and alcohol abuse, violence, vandalism, dropping out of school, and suicide among children and youth—speak clearly to the waste of human potential.

The Association urges its local and state affiliates to support appropriately accredited and licensed mental health and aftercare programs for students and to provide staff development workshops for personnel in direct contact with these students.

The Association further urges local and state affiliates to seek legislative support and publicity for these programs. (80, 89)

C-13. Suicide Prevention Programs

The National Education Association believes that the increasing rate of child and adolescent suicide is a national tragedy. The Association further believes that suicide prevention programs should be an integral part of the school program.

The Association urges its affiliates to ensure that such programs, which should include prevention, intervention, and post-vention, are established and implemented within their districts. (89)

C-14. Programs Before and After School

The National Education Association believes that all children need adequate adult supervision and guidance before and after school hours.

The Association recognizes that some children have limited or no adult supervision before and after school and urges that local, state, and/or national programs, provided by qualified and trained personnel, be developed to assist these children.

The Association believes that such programs should include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (83, 87)

C-15. Athletic Programs

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (74, 86)

C-16. Extracurricular Participation

The National Education Association urges pre-K to 12 schools, colleges, universities, and parents to accept their educational responsibilities to student athletes and participants in other extracurricular activities. Exploitation of these students for economic and/or personal gain is deplorable.

The Association urges the adoption of fair and reasonable eligibility requirements for student participation in athletics and other extracurricular activities. To promote the continuance of academic success, student progress should be monitored frequently. The successful completion of an academic program is the first priority for all students. (84, 89)

C-17. Time To Learn

The National Education Association believes that time to learn is essential in promoting optimum achievement in the schools.

The Association believes that—

a. Student absences from school have adverse effects on program continuity, academic achievement, and mastery by the student.

b. Excessive or unusual working hours are detrimental to a student's attention span and academic achievement. The child labor laws, as structured by the Fair Labor Standards Act, must be monitored, enforced, and strengthened by local, state, and national governing bodies. (79, 85)

C-18. Extracurricular Funding

The National Education Association believes that every student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association urges that equitable funds for transportation, facilities, equipment, and remuneration of staff be provided for all school-sanctioned extracurricular activities. (75, 86)

C-19. Transfer of Student Records

The National Education Association believes that the current mobility of the American society dictates the need to expedite confidential informational exchanges between schools when students transfer.

The Association encourages its local and state affiliates and all boards of education to pursue steps to achieve an effective transfer process that protects the rights of students and facilitates the continuity of their education. (80, 86)

C-20. Discipline

The National Education Association believes that effective discipline is essential in promoting optimum learning. Effective discipline enhances high expectations and quality instruction, thereby promoting self-control and responsible behavior in students.

The Association also believes that corporal punishment should not be used as a means of disciplining students.

Boards of education in conjunction with local affiliates should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment. However, the Association condemns the misuse of discipline to push out students.

The Association believes that its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, educational support personnel, parents, students, and the courts will be involved in identifying effective disciplinary techniques.

The Association supports the right of all students to due process and an orderly learning environment. (75, 87)

C-21. Multicultural/Global Education

The National Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

Multicultural/global education develops an awareness of cultures and an appreciation of our interdependency in sharing the world's limited resources to meet mutual human needs through the mastery of communication skills (including foreign languages) and cooperation among the diverse groups in our nation and world.

The Association believes the goal of multicultural/global education is the recognition of individual and group differences and similarities in developing self-esteem as well as respect for others.

The Association urges its affiliates to develop comprehensive educator training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs. (81, 89)

C-22. Vocational Education

The National Education Association believes that preparation of students for vocations and productive jobs should be a responsibility of secondary and higher education. Educational programs that assure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be coordinated with traditionally academic courses and industrial and practical arts education courses. (76, 89)

C-23. Driver Education

The National Education Association believes that fully funded classroom and behind-the-wheel driver education courses taught by a certified teacher should be part of the basic education of all students.

The Association urges its affiliates to support legislation that requires these courses in the curriculum. (80, 86)

C-24. Fine Arts Education

The National Education Association believes that artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association therefore believes that every elementary and secondary school curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught by educators certified in those fields.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of a fine arts program in the curriculum. (80, 87)

C-25. Conflict Resolution Education

The National Education Association believes that many television programs, movies, computer games, and other cultural influences condition children and youth to accept interpersonal and societal violence as a means of resolving conflicts.

The Association further believes that such conditioning has a negative impact on the attitudes and behavior of many young people and offers them a socially unacceptable response to conflicts.

The Association supports the development of strategies, instructional materials, and activities that will encourage nonviolent resolution of interpersonal and societal conflicts. (86)

C-26. Law-Related Education

The National Education Association supports law-related education as an integral part of the curriculum within the public schools.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (84, 87)

C-27. Family Life Education

The National Education Association believes that the developing child's sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

The Association urges that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, appropriateness to community settings and values, and respect for individual differences.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on sexual abstinence, birth control and family planning, diversity of sexual orientation, parenting skills, prenatal care, sexually transmitted diseases, incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies.

To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality. (69, 89)

C-28. Alternative Programs for At Risk and/or Special Needs Students

The National Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at risk and/or special needs students. The Association urges increased support for the identification of these students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (77, 89)

C-29. Discriminatory Academic Tracking

The National Education Association believes that the use of discriminatory academic tracking based on socioeconomic status, race, or sex must be eliminated in all public school settings. The Association urges its affiliates to oppose these practices. (88)

C-30. Gifted, Talented, and Creative Students

The National Education Association believes there must be increased development of fully funded educational programs for gifted, talented, and creative students.

The Association recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on the basis of gender, socioeconomic status, or ethnicity. The Association also believes that training programs in gifted and talented education must be provided for appropriate school employees.

The Association urges local and state affiliates to encourage such programs and methods to ensure that these special need areas are met. (80, 89)

C-31. Educational Programs for Limited English Proficiency Students

The National Education Association believes that limited English proficiency (LEP) students must have available to them programs that address their unique needs and that are committed to providing equal opportunity to all students, regardless of their primary language.

The Association urges that the programs for LEP students emphasize proficiency (the ability to speak, read, write, and reason in English) as a primary goal to enable these students to reach their full potential in an English-speaking society. At the same time, meaningful instruction should be provided in all other curriculum areas.

The Association urges that those students whose primary language is other than English be placed in bilingual education programs to receive instruction in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual programs are available, these students should be taught in English-as-a-second-language (ESL) programs designed to meet their specific needs. Under no circumstances should students with limited English proficiency be enrolled in special education classes solely because of linguistic differences.

The Association believes bilingual education programs should be promoted and supported at the federal, state, and local levels. Further, the Association advocates federal and state legislation that fully funds all instructional materials, resources, and programs for students with limited English proficiency, as well as the training of education personnel to work with these students. The school district or other appropriate agency should provide released time for the training of teachers who instruct limited English proficient students.

Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the development and implementation of programs serving these students, including the assignment of teachers and the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel incurred in such training.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English. (81, 89)

C-32. Education for All Handicapped Students

The National Education Association supports a free, appropriate public education for all handicapped students in a least restrictive environment, which is determined by maximum teacher involvement. However, to implement federal special education legislation effectively, the Association recognizes that—

a. The educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both the handicapped and the nonhandicapped student.

b. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both handicapped and nonhandicapped students where misconduct is shown to be unrelated to either the handicapping condition or to improper placement.

c. Regular and special education teachers, pupil personnel staff, administrators, and parents must share in planning and implementing programs for the handicapped.

d. All staff must be adequately prepared for their roles through professional development programs.

e. The appropriateness of educational methods, materials, professional development, and supportive services must be determined in cooperation with classroom teachers.

f. Classroom teachers must have an appeal procedure regarding the implementation of the individualized education program, especially in terms of student placement.

g. Placement patterns must be examined periodically to ensure that students are not placed in programs disproportionately by ethnicity or gender.

h. Limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each individualized education program.

i. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.

j. Both regular and special education classroom teachers must have a major role in determining individual education programs.

k. Adequate released time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communications must be maintained among all involved parties.

o. All teachers must be accorded by law the right of dissent concerning each individualized education program, including the right to have the dissenting opinion recorded.

p. Individualized education programs should not be used as criteria for the evaluation of teachers.

q. Teachers, as mandated by law, must be appointed to local and state advisory bodies on special education.

r. Teachers must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Teachers should be invited to these meetings.

s. Incentives for teacher participation in professional development activities should, as mandated by law, be made available for teachers.

t. Local associations must be involved in monitoring school system compliance with federal special education legislation.

u. Student placement must be based on individual needs rather than on space availability, and such placement must be examined periodically to ensure its appropriateness.

v. Classroom teachers who serve handicapped students must have scheduled access to resource personnel. (78, 89)

C-33. Education for Homeless Children and Youth

The National Education Association believes that education must be provided for all children and youth, including those without a permanent legal address.

The Association advocates the right of all students to an education, adequate housing, and health care.

The Association recognizes the need for cooperation between school and community groups in meeting the needs of homeless children and youth.

The Association urges its affiliates to seek legislation to ensure equal educational opportunities for all children and youth. (88, 89)

C-34. Homebound Instruction

The National Education Association believes that the diverse educational needs of all students must be met. Homebound students must have programs developed and maintained by state or local education entities. These programs must be implemented, documented, and monitored by licensed education professionals. The curriculum must be approved by the state education agency and be comparable to the classroom instruction. Such approved courses must be transferable as graduation requirements for the participants. (88)

C-35. Home Schooling

The National Education Association believes that home schooling programs cannot provide the student with a comprehensive education experience.

The Association believes that, if parental preference home schooling study occurs, students enrolled must meet all state requirements. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association further believes that such home schooling programs should be limited to the children of the immediate family, with all expenses being borne by the parents. (88, 89)

C-36. Correspondence Programs

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed professionals. These alternative programs must use a curriculum approved by the state education agency. A student's progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (88)

C-37. Communication Between the Hearing and the Hearing Impaired

The National Education Association believes that the lack of

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communications between the hearing and the hearing impaired has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students that will help them understand the unique needs of all hearing impaired students and will help hearing students communicate with hearing impaired students. (74, 85)

C–38. Left-Handed Students

The National Education Association believes in meeting the needs of all students in the public schools, including left-handed students. Toward this end, the Association and its affiliates urge appropriate governing agencies to provide desks, scissors, and all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed students. (79, 86)

C–39. Education of Migrants

The National Education Association is concerned with the plight of migrant workers, particularly with the education of migrant students who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association advocates the implementation of bilingual/bicultural programs and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (75, 89)

C–40. Education of Refugee Children and Children of Undocumented Aliens

The National Education Association is concerned that inadequate funding is jeopardizing quality education in school districts impacted by refugee children and children of undocumented aliens.

The Association urges that such impacted school districts receive federal and state assistance to provide educational facilities, personnel, special programs, and instructional materials.

The Association believes that an environment free from harassment for these children should be assured by local, state, and federal authorities. (80, 86)

C–41. School Transportation

The National Education Association believes that free transportation should be provided for all public school students residing beyond a reasonable and safe walking distance from their assigned schools.

The Association believes that all aspects of transporting students require close scrutiny. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. Yearly bus evacuation drills for all student passengers should be mandated. Appropriate health and safety training must be provided for all school bus personnel.

School bus personnel should be utilized to transport students at all times. No other school employees should be required to transport students as a condition of employment.

The Association further believes that local school districts should provide students with transportation for all school-related activities. (77, 86)

C–42. AIDS Education

The National Education Association recommends that educational institutions establish comprehensive acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. AIDS education must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decision-making skills to assist students in correlating health information and personal behavior is essential.

The Association believes that proper implementation of these programs requires educational employee training and input. The Association further believes that these programs should be presented by properly licensed/trained personnel and should be planned with the input of parents and other community representatives. (87, 88)

C–43. AIDS/HIV Testing of Students

The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of students. (87, 89)

C–44. Admission of Students with AIDS/HIV

The National Education Association supports establishing local policy that ensures a free, appropriate public education in a least-restrictive environment for all students with acquired immunodeficiency syndrome (AIDS) or infected with the human immunodeficiency virus (HIV).

The Association believes that the placement of such students in school is a medical decision that should be made on a case-by-case basis by qualified health care professionals. (87, 89)

C–45. Substance Abuse

The National Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug—including alcohol and tobacco—dependency by both young people and adults. It calls for new and improved ways of helping young people and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug rehabilitation programs.

The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of a controlled substance.

The Association discourages the use of marijuana, except for prescribed medical purposes, and believes that severe penalties for its production, distribution, and sale should be strictly enforced.

The Association supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association supports the development and strict enforcement of policies/laws concerning possession or use of tobacco products by students on school premises. (72, 89)

C–46. Alcohol Advertising

The National Education Association believes that alcoholic beverages and their use should not be advertised on television or radio. (88)

C–47. Illegal Drug Trade

The National Education Association believes that illegal drug trade and the money it generates are harmful to our nation and to the youth of our nation.

The Association further believes that its affiliates should advocate for and participate in the development of appropriate educational experiences to educate students about the serious effects of participating in any aspect of illegal drug trade. (88, 89)

C–48. Drug and Alcohol Testing of Students

The National Education Association believes that mandatory drug and alcohol testing of students without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such testing.

The Association further believes that parents of students suspected of abusing drugs and alcohol must be notified immediately and that support services must be made available. (87)

C–49. Lifesaving Techniques

The National Education Association advocates the training of students and school employees in basic emergency lifesaving techniques. The Association urges the inclusion of this training in the school curriculum. (82, 86)

C–50. Youth Camp Safety

The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.

The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (76, 87)

C–51. Family Stability

The National Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, and the care of older-generation family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communication, problem solving, and related human relationship skills. (81, 86)

C–52. Family Stability for Children

The National Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment. The Association urges its affiliates to support legislation that recognizes and promotes this concept.

If a child's own family and/or extended family is unable to care for him or her, the Association believes that—

a. The child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child. The Association supports—

(1) Screening and training of potential foster families

(2) Continued training and supervision of families providing foster care

(3) Auxiliary services, including therapy, for children who need them

(4) Ongoing communications of pertinent information between the social service agency and school personnel when appropriate

(5) Protection and counseling for the child who has been abused

(6) Adequate financial support to foster care providers that reflects both the needs of the child and the importance of the care.

b. Parents who place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home. When a child is placed in temporary foster care, every effort should be made to ensure the child's stability of educational environment by minimizing changes in the schools attended.

c. If it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, a child should not be permitted to remain in temporary care, and efforts should be made for the legal release for adoption. To expedite the location of a permanent adoptive family for the child, it is recommended that after 90 days the child should be registered with an agency such as the National Adoption Center. (84, 89)

C–53. Adolescent Pregnancy and Parenting

The National Education Association believes that with the increased number of adolescent pregnancies and adolescent parents, special efforts must be made by school districts to meet the needs of these students to live productive lives in our society.

The Association recommends that special adolescent programs be implemented to include—

a. Flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education

b. Adequate guidance in continuing education and productive employment

c. Promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills

d. Establishment of on-site child care services.

The Association further believes that adolescent mothers and adolescent fathers should not be discriminated against or denied equal educational opportunities. (87)

C–54. Protection of Handicapped Infants

The National Education Association believes that infants born with mentally and/or physically handicapping conditions are entitled to receive ordinary medical care. (85)

C–55. Day Care

The National Education Association urges educators, parents, and social service agencies jointly to examine and monitor day care centers for adequate facilities, proper supervision, appropriate education programs, and professional personnel who are qualified, screened, and trained for their areas of responsibility.

The Association encourages its affiliates to seek legislation governing day care center facilities, personnel, and programs. (84, 86)

C–56. Child Support Payments

The National Education Association supports efforts on the part of local, state, and federal agencies to establish and enforce adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (83, 86)

C–57. Family Violence

The National Education Association recognizes the vicious cyclical effects of family violence, which contribute to family disintegration, social maladjustment, and the overall erosion of society and its institutions. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. (78, 86)

C–58. Abduction of Children

The National Education Association believes that all children should be protected from abduction and its resultant consequences.

The Association and its affiliates should—

a. Heighten school personnel awareness of this problem through the development of workshops, lectures, and seminars

b. Encourage the development, endorsement, and use of materials to increase student awareness in dealing with abduction lures

c. Cooperate with community organizations and businesses to increase public awareness and understanding of child abduction.

The Association urges state and local affiliates to seek legislative support and publicity in addressing these problems. (84, 86)

C–59. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all children should be protected from any form of child abuse, neglect, and exploitation and that all school personnel are in a position to observe and recognize abuse that has been inflicted on children. The Association deplores media exploitation, commercialization, and glamorization of physical, emotional, or sexual child abuse.

The Association urges its affiliates to—

a. Cooperate with community organizations to increase public awareness and understanding of child abuse, neglect, and exploitation

b. Encourage the development and use of materials to increase student awareness of child abuse, neglect, and exploitation

c. Encourage the development of preparation courses and professional development programs that stress the identification, reporting procedures, legal responsibilities, and techniques for dealing with abused, neglected, and exploited children

d. Encourage the development of educator awareness programs dealing with abused, neglected, and exploited children.

The Association and its affiliates urge the enactment of federal, state, and local legislation that would—

a. Provide school personnel reporting suspected child abuse, neglect, and exploitation immunity from legal action

b. Require school personnel to report to the appropriate authorities instances of suspected child abuse, neglect, and exploitation

c. Provide for protection of children from other children and/or family members. (74, 89)

C–60. Missing Children

The National Education Association believes that all available means must be utilized at once to locate missing children. The Association encourages local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing-children crisis, including the dissemination of pictures and information about missing children to school employees.

To aid these investigations, the Association urges that the voluntary fingerprinting of children be conducted in a nonthreatening environment and that the completed fingerprint cards be given to the parent or guardian (81, 87)

C–61. Extremist Groups

The National Education Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. It urges its affiliates and members to oppose actively all such movements whose objectives are inimical to the ideals of the Association. (80, 85)

C–62. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected.

The Association opposes the exploitation of children and youth under any circumstances. It condemns the use of children and youth by organizations, governments, and dissident political/military movements to advance their political objectives. It decries abuses of the rights of children and youth that may occur when governments suspend legal guarantees during times of political unrest and thereby subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration.

The Association opposes the impress or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances.

The Association further believes that children and youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers in such centers must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children and youth in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children and youth who are not charged with any offense in facilities with those persons who are charged with criminal offenses. There should be separate facilities for these detained minors.

The Association opposes the imposition of the death penalty or life imprisonment without parole on individuals whose offenses were committed prior to age 18. (88)

C–63. Youth and Gang-Related Activity

The National Education Association believes that illegal gang activity is symptomatic of limited economic and educational opportunities for urban youth. The Association supports collaboration among family, school, community, business, and law enforcement agencies in the effort to reduce gang-related crime.

The Association believes that the education community has a critical role in reducing gang-related crime. The Association supports education programs that promote positive self-image and academic success—such as dropout prevention/intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang activity.

The Association also believes that the business community has an important role in reducing illegal gang activity. The Association supports private sector programs that provide meaningful job opportunities for youths.

The Association believes that law enforcement agencies have a role in the reduction of gang-related crime, but that this role is supplementary to education and employment programs.

The Association further believes that it is the role of federal, state, and local governments to support the development and implementation of education and youth employment programs in helping to reduce illegal gang activity. (88)

C–64. Juvenile Offender Education

The National Education Association believes that juvenile offenders who are convicted of serious crimes and who are contained in detention centers should be provided a healthy environment conducive to positive social change.

The Association further believes that these juveniles, while in this environment, should be provided with education programs that will enable them to become contributing members of society. Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these centers should be provided education services in an alternative setting rather than the regular public school setting. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association supports the placement of juveniles who are not charged with any offense or those who are status offenders in separate facilities from those persons who are charged with criminal offenses. (88, 89)

C–65. State Juvenile Codes

The National Education Association believes that a study of state juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association urges state affiliates to provide testimony at hearings and to support legislative changes that strengthen state juvenile codes. The Association further urges stringent enforcement of existing codes. (79, 86)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

D–1. A Licensed Educator in Every Professional Position

The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that each professional position, including early childhood development and other specialized and substitute positions, be filled by an educator who has completed a teacher preparation program in an accredited institution of higher education and holds the state license and/or appropriate state vocational license.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions, through the subcontracting of teaching and support services, through involuntary assignment out of field, or through the revision of school staff management under the guise of improving educational opportunity. (69, 88)

D–2. Teacher Evaluation

The National Education Association advocates a formal evaluation system for every teacher in every local school district because consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs, will enable all teachers to keep abreast of developments in their area of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If after an evaluation process that follows all the above provisions of this resolution, and if after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include—

a. Clear performance expectations

b. Regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit

c. A written evaluation report provided to the teacher

d. Opportunity for a written response prior to the placement of the evaluation in the personnel file.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (69, 87)

D–3. Competency Testing and Evaluation

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking or promotion of licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, or student assessment tests for purposes of teacher evaluation. (69, 87)

D–4. Administrator Training and Evaluation

The National Education Association believes that administrators and staff are partners in the total school program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of training should include participatory decisionmaking, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position.

The Association further believes that procedures for evaluation of administrators should include evaluations by the school employees under their direct supervision. If after being given assistance, sufficient time, and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted by the chief administrator, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems. (85, 88)

D–5. Class Size

The National Education Association believes that excellence in the classroom can best be attained by small class size, particularly in grades pre-K to 12, which allows for the optimum development of a student's potential. Class size and daily student-teacher contacts must allow for individual attention to each pupil. The Association urges its affiliates to seek an optimum class size of 15 students.

The Association believes that class size maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. The Association further believes that local and state affiliates should seek the implementation of a weighted class size formula to reflect the inclusion of exceptional students.

The Association urges its affiliates to encourage state departments of education to collect and report class size data that reflect the class size experienced by most students.

The Association believes that periods of declining enrollment offer a particularly desirable time for local and state funding agencies to reduce class size.

The Association urges local and state affiliates to resist efforts to circumvent laws, regulations, and policies that mandate maximum class size and maximum teaching loads. (82, 89)

D–6. Time To Teach

The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period; freedom from interruptions during instructional time; unencumbered planning time; time for implementation of federal and state legislative requirements; and elimination of the noninstructional tasks required of a teacher.

The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association believes, however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (69, 89)

D–7. Teacher Preparation Programs: Entry

The National Education Association believes that its affiliates should continue to improve standards for entrance into the teaching profession by working cooperatively with teacher training institutions and their professional organizations. Requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade-point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (70, 87)

D–8. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that a sound teacher preparation program must be equitably funded and must—

a. Involve practicing, licensed preschool through adult education teachers in the design, implementation, evaluation, and systematic change of the program

b. Involve students preparing to teach in the evaluation and improvement of the standards of the program

c. Involve teacher educators who are licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching

d. Include a policy of affirmative recruitment

e. Include tests, reports, student teaching, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching

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f. Include required courses in the liberal arts, subject or grade-level speciality, reading, research and information skills, methodologies pertinent to the instruction of the limited English proficiency student, and professional studies that include learning theories, curriculum design, and teaching techniques

g. Include training in student assessment, classroom management, discipline, group processes, the dynamics of intergroup communications, human growth and development, the changing role of the family, exceptional behaviors, and human relations

h. Include a variety of field experiences throughout the preparation program culminating in a practicum. (70, 88)

D–9. Teacher Preparation Programs: Student Teaching

The National Education Association believes that student teachers should be provided with legal status and liability protection.

The Association urges its affiliates to formulate standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers. Supervising or cooperating teachers in a student teacher program should have reduced teaching loads and be given a minimum established compensation. The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association believes that the acceptance of student teachers should be on a voluntary basis. (70, 86)

D–10. Teacher Preparation Programs: Professional Participation

The National Education Association believes that its affiliates should take immediate steps to become involved in college and university committees that control teacher education programs. To this end, the affiliates should—

a. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations

b. Encourage students to join the Association

c. Recommend that advisors of the NEA Student Program be Association members

d. Support regulations that would place credentialed educators with teaching experience in decision-making roles in departments of education

e. Share in the responsibility for practicum experience with the public schools and the institutions that prepare teachers. (70, 85)

D–11. Participation in Professional Associations

The National Education Association believes that every educator has the right and obligation to participate fully in professional associations. The Association further believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without preference given to administrative personnel. (86)

D–12. Professional Development

The National Education Association believes that professional development is necessary throughout the career of the school employee. Professional development might include, but not be limited to, continuing education courses, state/regionally developed professional development resource center programs, and local professional development and grant programs. The Association also believes that such programs should provide opportunities for school employees to gain the knowledge and skills they feel are important to their position, to the improvement of school programs, and to their performance as members of their profession.

The Association further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate school employees. (76, 85)

D–13. Professional Development Resource Centers

The National Education Association believes that state/regional professional development resource centers provide an opportunity for school employees to share resources, experiences, and ideas for professional growth. The Association believes that these centers should be established in sufficient numbers to be accessible to all school employees.

The Association believes that members from the local associations should comprise a majority of the membership of the professional development resource center policy board.

The Association shall continue to seek federal funding for such resource centers and shall assist affiliates in obtaining state and local monies for professional development resource centers. (82, 85)

D–14. Mentor Programs

The National Education Association believes that professional peer support systems such as mentor programs, if or when adopted, should be utilized solely for the development of professional expertise. The Association believes that the planning, implementation, and evaluation of such programs must be cooperatively developed and negotiated with the local affiliate.

Qualifications of mentor teachers and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Criteria for implementation must be left to the discretion of the planners of each program and participation must be voluntary. The state or local authority has the obligation to provide hold-harmless protection.

The Association also believes that mentor teachers must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority.

The Association further believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation that results from the mentor-mentee relationship must be confidential and must not be included in the participants' personnel files. (88)

D–15. Neurological Disorder Awareness

The National Education Association urges its affiliates to establish, by working with qualified health professionals, an in-service program that will increase educators' awareness of neurological disorders—and their symptoms—that may hinder students' learning capabilities. (87)

D–16. Teacher Exchange Programs

The National Education Association believes that in our rapidly changing global society both teachers and students will benefit if teachers participate in exchange programs in various cultural, linguistic, educational, and geographic environments.

The Association encourages its affiliates to develop voluntary teacher exchange programs and to cooperate with governing boards to offer such programs within and among the states, among schools of federal agencies within and outside the United States, and abroad.

The Association supports legislation that would enable teacher union representatives from any nation to visit the NEA at our request. (74, 89)

D–17. Intern Programs

The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of supplanting or reducing educational staff and/or budget.

The Association will assist affiliates in correcting any misuse of intern programs. (77, 86)

D–18. Mandated Standards for Educational Programs

The National Education Association believes that any mandated standards for educational programs should set only broad, general guidelines and should not be based on student achievement.

The Association also believes that such mandated standards should be established only in consultation with the NEA affiliate and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards. (77, 86)

D–19. Impact of Federal and State Legislative Mandates

The National Education Association believes that states are usurping the rightful role of schools and districts in the decision-making process. States are drifting toward centralized educational policymaking that focuses on narrow measures of accountability, mandated programs, and diminution of local control.

The Association urges its affiliates to express their concern to state and federal agencies about this loss of local autonomy. The Association also urges its affiliates to advocate viable alternatives that increase decisionmaking within the school and district.

The Association believes that federal and state legislative mandates regarding school programs should include impact statements. These statements should include, but not be limited to, defining the impact of such mandates on—

a. Teaching resources and the personnel necessary to implement them

b. Preservice training and professional development

c. Work load and additional compensation

d. Priorities within the curriculum

e. Written report requirements

f. All members of the education community. (79, 85)

D–20. School Libraries/Media Centers

The National Education Association believes that a comprehensive library/media program must be provided for each elementary and secondary school. This program should include printed and nonprinted resource materials, instruction in library research and information skills, certificated librarians/media specialists, and educational support personnel. (80, 88)

D–21. School Nurses

The National Education Association believes that all students should receive the immediate services of a licensed professional school nurse. It urges affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements.

The Association believes that professional development programs should be available to all licensed/certified school nurses seeking to augment their skills in delivering health care services to the handicapped school-age population.

The Association also believes that the Office of Comprehensive School Health in the U.S. Department of Education should be responsive to the needs of school nurses. (80, 89)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

E–1. Selection of Materials and Teaching Techniques

The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations that restrict the selection of a diversity of instructional materials or that limit educators in the selection of such materials. (69, 86)

E–2. Development of Materials

The National Education Association believes that publishing companies should involve public school teachers directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts. Materials in all subject areas should be age appropriate, be free of stereotypes, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

Where school districts involve teachers in the development of textbooks and other educational materials, teacher participation should be strictly voluntary and should be adequately compensated. (84, 86)

E–3. Instructional Materials and Teaching Techniques Challenges

The National Education Association recognizes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The Association deplores book burning crusades and attempts to ban books from the school library/media center and school curriculum by pressure groups.

The Association urges its state and local affiliates to secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (82, 86)

E–4. Cultural Diversity in Instructional Materials and Activities

The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (69, 86)

E–5. Religious Heritage in Instructional Materials

The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (88)

E–6. Academic and Professional Freedom

The National Education Association believes that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

The Association also believes that professional freedom is essential to the teaching profession. Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Teachers also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote antipublic education agendas violate both student and teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (69, 86)

E–7. Evaluation of Student Learning

The National Education Association recognizes the need for ongoing comprehensive evaluation of student progress. Student learning must be assessed with measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the major purposes of such evaluations should be to—

a. Help students choose more wisely among options

b. Assist students in identifying their own strengths and weaknesses

c. Encourage the development of lifelong learning skills

d. Develop appropriate learning experiences for students.

The Association believes that teacher-developed tests, formal and informal observations, and student projects are effective evaluative measures—none of which should be used as the single evaluation score. All methods of evaluation shall be free of cultural, racial, and gender biases.

The Association recognizes, as an aspect of academic freedom, the right of classroom teachers to decide upon criteria for evaluating and assigning grades to students and believes that teachers shall have the final authority in all such evaluations. (81, 85)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTERESTS AND WELFARE

F–1. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of school employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured. (80, 85)

F–2. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These written master contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association further believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

The Association believes that coordinated bargaining by its affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (69, 87)

F–3. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between school employees and their employers should contain certain standard contractual concepts. Therefore, the Association urges its affiliates to negotiate agreements that include—

a. A grievance procedure that terminates with final and binding arbitration

b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration

c. A seniority list that is updated, published, and distributed annually

d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible racial balance

e. Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance, that fully cover bargaining unit members and their families

f. Membership in the association or the payment of a fair-share fee as a condition of employment

g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions

h. Unassigned preparation and planning time as applicable for all members of the bargaining unit

i. Specified class size, teaching load, and job description

j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit

k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members

l. Contractually defined evaluation procedures

m. Released time for association business with full pay and fringe benefits

n. Parental/child rearing leave for males or females to provide care for natural or adopted children

o. Contractually defined procedures for ensuring school employee decisionmaking in curriculum design and related instructional management and reporting systems

p. Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay

q. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the teacher's regular rate of pay

r. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay

s. Clearly defined bargaining unit membership

t. Placement on the salary schedule based on qualifications and number of years of experience in the profession. (89)

F–4. Pay Equity/Comparable Worth

The National Education Association believes that all workers should be paid on the basis of the requirements, skills, and worth of their jobs and that factors such as the sex or race of the individual performing the job should never play a role in determining salary.

The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to raise the pay of those jobs that are presently undervalued. The "market value" means of establishing pay cannot be the final determinant of pay scales, since it itself too frequently reflects the race and sex bias in our society.

The Association encourages efforts by school employees and others of the work force to gain salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (82, 87)

F–5. Salaries and Benefits

The National Education Association believes that salary and benefit structures are matters for collective bargaining. The Association and its affiliates will closely monitor proposed or legislated salary and benefit structures and will strongly oppose those that bypass or undermine the bargaining process or negotiated agreements.

The Association insists that salary schedules should—

a. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service

b. Assure that initial placement and advancement on the salary schedule are nondiscriminatory

c. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process where it exists or by agreement of the local NEA affiliates in those states where it does not exist.

d. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation

e. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting in-service training or workshops, and extra duty is not less than the rate for regular pay

f. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities

g. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits.

The Association believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels. Extra duties performed by education employees should be on a voluntary basis and should be accompanied by equitable extra-duty pay.

The Association believes that performance pay schedules, such as merit pay, are inappropriate.

The Association urges its affiliates to seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association also urges its affiliates to seek legislation to prohibit the practice of limiting the number of years of experience an educator can transfer.

The Association further believes that education employees should be provided with benefits including, but not limited to—

a. Comprehensive health insurance

b. Sick leave, with unlimited accumulation

c. Personal leave

d. Maternity/paternity leave, including adoption

e. Dependent care leave

f. Sabbatical leave

g. Paid professional leave

h. Paid association leave

i. Workers' Compensation

j. Life insurance

k. Severance pay

l. Tuition reimbursement

m. Personal assault protection

n. Long-term physical and mental disability insurance

o. Benefit extension for laid-off employees

p. Religious leave

q. Retirement compensation

r. Unemployment compensation

s. Vision insurance

t. Dental insurance

u. Legal insurance

v. Reimbursement for damage to or loss of personal property at work site

w. Child day care centers.

The Association believes that education employees should have access to comprehensive health, dental, and vision insurance for their spouses, domestic partners, and/or dependents.

The Association also believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or maternity/paternity leave.

The Association further believes that provisions should be made for retirees and spouses, at their option, to continue in the comprehensive health, dental, and vision care program of the school district, educational system, or institution. (69, 89)

F–6. Economic Welfare

The National Education Association is opposed to imposition of any controls that place public employees in an inferior economic position, the elimination of programs that guarantee social and economic justice for the American people, and any program that increases unemployment. (79, 86)

F–7. Uniform Compensation

The National Education Association opposes any attempt to establish tiered compensation systems that place entry-level employees on a salary and/or benefits schedule that differs from that of career employees. (86)

F–8. Unemployment/Disability Compensation

The National Education Association supports the inclusion of educators in unemployment and disability compensation legislation at the state and federal levels. (72, 86)

F–9. Strikes

The National Education Association denounces the practice of keeping schools open during a strike. It believes that when a picket line is established by the authorized bargaining unit, crossing it is strikebreaking. This unprofessional act jeopardizes the welfare of school employees and the educational process.

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, factfinding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In event of a strike by school employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking.

The Association condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages. The Association also condemns denial of credits to students who have honored a work stoppage. The Association urges state and federal governments to enact, where they do not exist, statutes guaranteeing school employees due process of law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (69, 88)

F–10. Differentiated Staffing

The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates are in agreement with the desirability of such a plan and act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

Plans that meet these criteria are not necessarily appropriate in other situations and will not be promoted by the Association as national prototypes.

The Association will provide its affiliates with information

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about staffing patterns based on their effect on the education profession and the education process. In cases of misuse of differentiated staffing plans, the Association will assist its affiliates in correcting such abuse. (69, 86)

F–11. Job Sharing
The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of school employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.

The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

a. Prorated application of the salary schedule with full recognition of years of experience
b. An equitable share of all fringe benefits
c. An agency shop provision
d. The right to revert to full-time status. (81, 86)

F–12. Summer School, Extended School Year, and Year-Round Schools
The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis. (75, 86)

F–13. Education in Correctional and Rehabilitation Agencies
The National Education Association believes that legislative and professional support should be given to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and other custodial agencies. The Association supports improving the standards of instruction in these institutions. (73, 86)

F–14. Employment in Federal Schools Overseas
The National Education Association believes that the federal schools overseas should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all school employees should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas. (71, 85)

F–15. Educators and Active Duty Service
The National Education Association believes that a school employee whose career is interrupted by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system. (75, 86)

F–16. Misuse of Part-Time Faculty
The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions. (76, 86)

F–17. Substitute Teachers
The National Education Association recognizes the important role of the substitute teacher. It encourages both the education community and the public to recognize the singular and specific function that substitute teachers perform in the maintenance and continuity of daily education. The Association believes that substitute teachers must meet the same standards as any other licensed teacher within the state. It further recognizes that licensed substitute teachers are professional educators and urges state and local affiliates to promote collective bargaining responsibilities and rights for substitute teachers.

The Association condemns the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district. The Association condemns the use of licensed teachers to substitute for personnel on extended leave without providing full pay plus basic and fringe benefits for the substituting teacher. (75, 88)

F–18. Noninstructional Personnel
The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, and training of noninstructional personnel. It believes that school districts must provide appropriate continuing education programs for noninstructional personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional personnel as an excuse to increase class size. The Association insists that noninstructional personnel have written job descriptions that define their duties and that these employees be used only for assistance to classroom teachers. (69, 89)

F–19. Subcontracting/Contracting Out
The National Education Association recognizes that all education employees share the same community of interest. The Association believes that greater emphasis must be placed upon securing and retaining the most capable employees. The Association believes that employees should not be displaced by private service providers or by temporary or part-time workers.

The Association further believes that school districts should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits. (77, 89)

F–20. Personnel Policies and Procedures
The National Education Association insists that personnel policies and procedures be written and developed cooperatively by local associations and their local boards of education or appropriate governing bodies. The Association further insists on a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (69, 86)

F–21. Nondiscriminatory Personnel Policies/Affirmative Action
The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

To address societal needs, however, the Association urges the development and implementation of affirmative action plans and procedures that will encourage active recruitment and employment of women, minorities, and men in underrepresented education categories.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. (69, 89)

F–22. Continuing Employment and Fair Dismissal Practices
The National Education Association believes that federal and state laws must provide for the continuing employment and/or tenure of school employees.

The Association also believes that laws and master contracts must afford school employees due process, regardless of length of employment. Such laws and master contracts must provide for adequate written notice of a hearing, including the charges, and representation by legal counsel with the right to cross-examine witnesses and present evidence. A decision must be rendered by an impartial decisionmaker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes quotas on tenure and continuing contracts. (69, 89)

F–23. Employee Rights Pending Court Action
The National Education Association believes that when criminal charges or civil lawsuits are filed against a school employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

The Association urges local affiliates to negotiate contract provisions covering procedures to be followed until final disposition of the case. (84, 86)

F–24. Reduction in Force
The National Education Association believes that one of its basic responsibilities is job security and urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Should RIF become necessary, the number of administrators should be reduced at least in proportion to the number of school employees being reduced. Contracts should establish recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of laid-off school employees.

The Association urges local affiliates to negotiate RIF policies that exclude performance evaluation from consideration in the reduction-in-force process.

The Association urges local affiliates to work cooperatively with local governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off school employees.

The Association condemns the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (75, 89)

F–25. Mandated Retraining
The National Education Association believes that when a federal, state, or district mandate requires a teacher to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the teacher at the teacher's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (88)

F–26. Retirement
The National Education Association shall provide leadership in retirement issues and believes that state and local retirement systems and programs should include—

a. Autonomous boards of trustees, the majority of which are elected by and from the membership.
b. Actuarial and investment policies that produce sound financing.
c. Annual independent review and audit.
d. Immediate and full vesting after not more than five years of service.
e. Provisions for employee contributions to be a percentage of total compensation, not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.
f. Provisions permitting the purchase of credit earned while a member of another retirement system.
g. Provisions permitting the purchase of credit for sabbatical leaves, maternity/paternity/adoption leaves, and any other approved leaves of absences.
h. Normal retirement at at least 50 percent of the highest single year's rate of salary after 20 years of creditable service or at age 55 if fully vested, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.
i. Disability retirement for a service-connected disability available to school employees from the first day of employment. Nonservice-connected disability retirement shall be available after five years of service. The benefit formula for disability retirement should yield benefits comparable to those of normal retirement.
j. Automatic cost-of-living increases to retirees and beneficiaries.
k. A joint federal-state program to provide those who have been employed in two or more states, in Overseas Dependents Schools, or in other government schools with benefits substantially the same as they would have received if they had retired after a career in one state. Affiliates are urged to support state statutes and proposed federal legislation or any program providing portability coverage.
l. Full funding and equitable administration in the granting of retirement credit for military service or provision for purchasing up to five years of retirement credit for military service.
m. Nondiscrimination on the basis of sex or marital status.
n. Retirement credit for unused sick leave.
o. All compensation, including extra-duty pay, in computing retirement benefits.
p. Benefits not reduced by other sources of income, including Social Security benefits.
q. Preretirement counseling.
r. Retirement housing facilities that are funded from sources other than those designated for retirement benefits.
s. School employees' contributions and benefits that are not subject to federal income taxation.
t. Nondiscriminatory Internal Revenue Service rules and regulations.
u. An annual financial statement distributed to all members.
v. Tax-sheltered annuity and deferred compensation plans with a broad choice of programs available to all members. These plans should have actuarial tables that do not discriminate on the basis of race, sex, or national origin.
w. Provisions to purchase pension credit for any previous Department of Defense teaching service.
x. Fully paid comprehensive health insurance to retired education employees and their spouses. (69, 89)

F–27. Social Security
The National Education Association believes that Social Security should be available to eligible school employees where desired, but should not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association urges the reform of Social Security laws to eliminate discriminatory offset provisions and discrimination based on sex, marital status, or time of retirement and to reduce the retirement age. No benefit promised or no benefit for which money has been collected should be withdrawn without adequate replacement.

The Association also believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. The Association supports the goal of comprehensive health insurance for retirees. (77, 86)

F–28. Protection of Retirement System Assets and Earned Benefits
The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by school employees should under the law be payable to such school employees. Every effort should be made to maintain or improve existing retirement benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned and, therefore, inviolate.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduces the financial soundness of the system and jeopardizes the security of school employee retirement benefits. The Association believes that these incursions on retirement systems can best be prevented by the passage of federal and/or state legislation.

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with minimal standards prescribed by federal, state, and local statutes. (76, 86)

F–29. Accountability and Assessment
The National Education Association recognizes that the term *accountability*, as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each student is the objective of the education system. The Association believes that school employees can be accountable only to the degree that they share responsibility in educational decisionmaking and to the degree that other parties who share this responsibility—legislators, other governmental officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives or as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives
b. The identification of areas where behavioral objectives are useful but not harmful
c. The acceptance of alternative statements of objectives
d. Recognition that evidence of learning is not always available upon request or demand
e. Recognition that performance criteria are not always uniformly or universally applicable to a given population. (71, 89)

F–30. Protection of School Personnel
The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of school employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from accumulated sick leave.

The Association believes that when school personnel are the victims of physical attack, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association further believes that the local association must have the right to reflect professional concerns at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools. (70, 86)

F–31. Allegations Against Education Employees
The National Education Association urges its affiliates to seek the enactment of state legislation, local ordinances, and school board policy that would protect education employees from allegations of child abuse made in bad faith.

Any such allegation should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also urges its affiliates to encourage enactment of federal, state, and local legislation that would assure due process for education employees accused of child abuse. The Association further urges its affiliates to educate its members as to current practices in dealing with such allegations. (89)

F–32 Protection of Educational Employee Advocates
The National Education Association believes in the fundamental right of all school employees to organize in their own self-interest and to speak out in defense of school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignments to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association insists that local governing boards and administrators respect the right of Association members to use school property—such as message boxes and meeting rooms—for communication without censorship, prior restraint, or other interference.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (76, 86)

F–33. Physical Environment for Education
The National Education Association believes that the physical environment for education must keep pace with the growth in the number of students, the changes in methods of teaching, and the presentation of instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible and provide for the needs of special students. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 86)

F–34. Right to Privacy
The National Education Association believes that education employees should be guaranteed rights of privacy. These rights must include—

a. The right of access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, and obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses
b. The right to be notified in writing within 10 working days of any placement of materials in an individual's file
c. The right to access records, to respond to any record, and to challenge records through formal or informal hearings
d. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials
e. The right to notification and enforcement of these rights by educational institutions
f. The right to be guaranteed the existence of only one personnel file per employee
g. The right to confidentiality of medical records
h. The right to be free from fingerprinting as a condition of employment
i. The right to refuse any type of polygraph, or lie detector, test. (75, 88)

F–35. Privileged Communications
The National Education Association believes that communications between certificated personnel and students must be legally privileged. The Association further believes that communication between administrators and other school employees must be kept private without the consent of the affected school employee. It urges its affiliates to aid in seeking legislation that provides this privilege and protects both educators and students. (74, 86)

F–36. Recording Devices in Schools
The National Education Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission. (74, 86)

F–37. Access to Copyrighted Materials for Educational Use
The National Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of teachers to a limited use of those materials in teaching.

The Association insists that the public interest requires that the copyright law include an appropriate not-for-profit clause to guarantee to teachers and educational institutions use of copyrighted materials for nonprofit educational purposes. (69, 86)

F–38 Tax Deductions for Professional Expenses
The National Education Association believes that school employees must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible, as an adjustment, from gross income in the computation of federal, state, and local income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of skills, and those incurred by maintaining an office in the home.

The Association further believes that school employees must be eligible for a tax credit when they invest their own money in the purchase of supplies. (69, 86)

F–39. Save Harmless/Teacher Liability
The National Education Association believes that educational institutions should—

a. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties
b. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (76, 86)

F–40. Transportation Liability Insurance
The National Education Association urges its affiliates to seek the enactment of state and local legislation that would require local school systems to provide and to incur the expense of transportation liability insurance for school employees who are requested or required to transport students by private vehicle for any school-related function. (78, 85)

F–41. Health Examinations
The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of school employees.

Physical and mental examinations of school employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the school employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct his/her medical records.

The Association believes that the costs of any required physical or mental diagnostic procedure should be incurred by the federal, state, or local agency that requires such procedure and that school employees should be guaranteed the right to select their own physician. (77, 88)

F–42. Drug and Alcohol Testing
The National Education Association believes that mandatory drug and alcohol testing of employees and job applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (87)

F–43. AIDS/HIV Testing of Educational Employees
The National Education Association opposes mandatory/involuntary acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) testing of school employees or school employment applicants. (87, 88)

F–44. Employees with AIDS
The National Education Association believes that educational employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the acquired immunodeficiency syndrome/human immunodeficiency virus (AIDS/HIV) antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC). (87, 88)

F–45. Stress on School Personnel
The National Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among school employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems.

The Association further urges that the harmful effects of stress on school personnel be recognized, and it demands procedures that will ensure confidentiality and treatment without personal jeopardy.

The Association supports employee assistance programs

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(EAPs) as a voluntary resource that would assist school employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (79, 86)

F-46. Medication and Medical Services in Schools
The National Education Association urges its affiliates to establish procedures for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that—
a. Only medical personnel be required to administer such medication or perform such medical services.
b. A physician's written verification of the student's need for medication or services be required.
c. Written permission of the parent or guardian be required.
d. The initial dosage of medication not be given in the school except in life-threatening situations. *Initial dosage* is the first dosage administered from the prescription.
e. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication and initials of the witnesses.
f. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.
g. Proper storage for the medication be available.
The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances. (77, 85)

G. SECURE PROFESSIONAL AUTONOMY

G-1. Accreditation of Teacher Preparation Institutions
The National Education Association believes that teacher education programs should be approved at two levels: at the state level through an agency such as a professional standards board and at the national level through the National Council for Accreditation of Teacher Education.
The Association believes that NCATE and its governing boards must include representatives of all levels of the teaching profession as well as students preparing to teach. (69, 87)

G-2. Certification
The National Education Association supports voluntary professional certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association asserts that this function must be fulfilled by a national standards board of professional educators that is composed of a majority of practicing public school teachers.
The national standards board of professional educators should establish appropriate assessment procedures by which individuals may demonstrate competence in pedagogy and in subject matter areas, should issue permanent certificates to all individuals who meet the criteria as established by the national board, and should maintain a roster of those who have been certificated.
The Association supports the periodic evaluation of such certification procedures to ascertain whether cultural, gender, racial, or age bias is perpetuated by the requirements for certification. (87, 89)

G-3. Professional Standards Boards
The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers.
Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association believes that these boards should apply NCATE standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (69, 88)

G-4. Licensure
The National Education Association advocates rigorous state standards for entry into the teaching profession. These standards, as established by the professional standards boards, shall include above-average college grades, field training experience that includes student teaching, and passage of appropriate pedagogical and subject matter tests. Tests should be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.
The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every public and private school (pre-K to 12). No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency licenses should be issued. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.
The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses. Where such renewal continues to be required, standardized literacy and basic skills tests to determine competency should not be used.
The Association supports regulations that would put professional educators, the majority of whom are licensed and practicing public school teachers, in state licensing agencies.
The Association supports the periodic evaluation of licensure procedures to ascertain whether cultural, gender, racial, or age bias is perpetuated by the requirements for licensure. (85, 89)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

H-1. The Education Employee as a Citizen
The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. It further believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee education employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. It also believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.
Major decisions affecting schools, colleges, and universities are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education.
The Association believes that it is the duty and responsibility of all involved in education to work for the recruitment, election, and reelection of proven friends of public education to public office. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates. (69, 85)

H-2. U.S. Constitutional Convention
The National Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which opens the Constitution to the possibility of total revision. (82, 86)

H-3. The Right To Know
The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Therefore, the Association commits itself to protect the right of its members to be informed by their government, duly observing obvious national security interests. (72, 86)

H-4. The Right To Vote
The National Education Association believes that the principle of one-person—one-vote must apply at all levels of government, including the election of the President of the United States.
The Association recognizes the right to vote as a constitutional right that should be guaranteed to all people. The Association therefore urges support for the continued maintenance of the provisions of the Voting Rights Act of 1965.
The Association urges its affiliates to support simplified voting and absentee-voting provisions for all elections and uniform registration requirements without restrictive residency provisions. (71, 86)

H-5. Statehood for the District of Columbia
The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship. Accordingly, the Association urges its affiliates to support efforts to achieve statehood for the District of Columbia.
The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (69, 88)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1. Human Relations in the School
The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—
a. School recruitment policies that will ensure culturally diverse school employees.
b. Appropriate classroom and other student-related activities.
c. Further development of continuing education programs to educate school and community personnel.
d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers determine to be essential to improved learning.
e. Development of ways to improve community-police and student-police relations through the joint efforts of school, community, and law enforcement agencies.
f. Joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society.
g. Student-related activities that are responsive to the cultural diversity and historical backgrounds of our society. (72, 88)

I-2. Integration in the Public Schools
The National Education Association believes that it is imperative that full integration of the nation's schools be effected.
The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite and magnet schools. Some arrangements may require busing of students in order to comply with established guidelines adhering to the letter and spirit of the law.
The Association urges its affiliates to encourage school boards to study and consider seriously the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.
The Association will assist its affiliates to assure that education employees, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees—consisting of members designated by the local education association, parents, and representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup of the community in developing, implementing, and evaluating student desegregation plans.
The Association believes that integrated schools must provide students with equal access to all curricular and extracurricular programs and to technological equipment and knowledge.
The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist efforts of school boards to resegregate integrated schools.
The Association will continue to oppose vigorously the systematic displacement or demotion of minority, especially Black, teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. In addition, the Association will oppose the capricious reassignment and displacement of Chicano-Hispano teachers and administrators because of desegregation and bilingual programs. (69, 85)

I-3. Institutional Discrimination
The National Education Association believes that organizations are strengthened by offering membership on a nondiscriminatory basis.
The Association shall not participate in programs sponsored by any organization and/or its auxiliary that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.
The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.
The Association urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses. (74, 86)

I-4. Ethnic-Minority Educators
The National Education Association believes that multiracial teaching staffs are essential to the operation of schools. The Association deplores the current trend of diminishing numbers of ethnic-minority educators.
The Association urges local and state affiliates and appropriate governing bodies and agencies to work to increase the number of ethnic-minority teachers and administrators to a percentage at least equal to, but not limited to, the percentage of the ethnic minority in the general population. The Association further urges U.S. Department of Defense schools actively to recruit and hire ethnic-minority educators. (79, 89)

I-5. Black Higher Education Institutions
The National Education Association recognizes that historically Black institutions of higher education have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.
The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. (80, 86)

I-6. Sectarian Practices in the School Program
The National Education Association believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program.
The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same. (78, 86)

I-7. The Holocaust
The National Education Association believes that a way to prevent events that have caused great human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical event but also as a means of providing insight into how inhumanity of this magnitude develops. The Association further believes that the subject of the Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can like action occur. (81, 89)

I-8. Civil Rights
The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, sex, sexual orientation, age, handicap, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. Individuals, adult or juvenile, must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 86)

I-9. Martin Luther King Day
The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations actively continue to seek the passage of legislation proclaiming Martin Luther King Day as a state holiday in every state. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons. (69, 86)

I-10. Fair Housing
The National Education Association believes that all citizens should be free to reside in the communities of their choice. The Association urges local affiliates, in conjunction with other school/community groups, to lead in breaking down barriers that limit this freedom. The Association strongly opposes the discriminatory practice of redlining and urges affiliates to work toward its elimination. (69, 87)

I-11. Homelessness
The National Education Association believes that all members of our society have the right to adequate housing and health care.
The Association urges its affiliates, in conjunction with local school/community groups, to seek and support legislation, policies, and programs to provide adequate housing and health care for the homeless. (89)

I-12. Minority-Owned Businesses
The National Education Association believes that minority-owned businesses should be encouraged. The Association urges the federal government to initiate and continue policies that encourage minority-owned businesses. (89)

I-13. Protection of Senior Citizens
The National Education Association urges that attention be brought to the plight of senior citizens who suffer physical, mental, and economic abuse.
The Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes.
The Association supports legislation and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.
The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels. (78, 87)

I-14. Protection of the Mentally Handicapped
The National Education Association believes that the human and civil rights of individuals who are mentally handicapped must be protected.
The Association further believes that mentally handicapped individuals who have committed criminal offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee their right not to be abused while incarcerated. Further, the Association believes the mentally handicapped should not be subjected to capital punishment. (89)

I-15. Care of the Mentally Ill
The National Education Association believes that it is society's responsibility to provide quality care for individuals suffering from debilitating mental illness.
Such persons should have access, as needed, to primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive environment.
Financial assistance for such care should be based upon the ability of the individual to pay. (86)

I-16. Federal Support for Public Welfare
The National Education Association believes that conditions that increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity. (71, 86)

I-17. Equal Opportunity for Women
The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation (including equal pay for comparable worth), and leadership in all activities.
The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. The Association urges its affiliates to support ratification of such an amendment. It also supports the enactment and full funding of the Women's Educational Equity Act.
The Association believes that the Equal Employment Opportunity Commission must have cease-and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin, and sex.
The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave, paternity leave, leave for adoption of a child, child-care leave, and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.
The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.
The Association urges the establishment of women's education committees in local and state associations as a vehicle for implementation of equal opportunity for women.
The Association believes that sexism and sex discrimination must be eliminated and endorses the use of nonsexist language. (69, 88)

I-18. Sexual Harassment
The National Education Association believes that sexual harassment is a form of sex discrimination or abuse.
The Association further believes that classroom teachers, faculty, staff, and students should be protected from sexual harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—
a. Establish strong policies defining and prohibiting sexual harassment
b. Develop educational programs designed to help people recognize, understand, prevent, and combat sexual harassment
c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties. (88)

I-19. Protection Against Age Harassment
The National Education Association believes that school employees should be protected from harassment because of age. The Association encourages its affiliates to work with local school districts and institutions of higher education to—
a. Establish strong policies that grant those at/or approaching retirement age freedom in their options to continue education employment or to retire
b. Develop educational programs designed to help individuals recognize, understand, prevent, and combat harassment because of age
c. Develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of age, resolves complaints promptly, and protects the rights of all parties. (89)

I-20. Personal Relationships in Higher Education
The National Education Association recognizes that in institutions of higher education adult students and educators may establish personal relationships. However, such relationships should be voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association believes that sexual relationships between a faculty member and a student currently enrolled in the faculty member's course, or under the supervision or direction of the faculty member, are unprofessional. The Association urges its affiliates in institutions of higher education to establish strong policies declaring such relationships unprofessional. (89)

I-21. Family Planning
The National Education Association supports family planning, including the right to reproductive freedom.
The Association urges the government to give high priority to making available all methods of family planning to women and men unable to take advantage of private facilities.
The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel. (85, 86)

I-22. Sexual Assault
The National Education Association supports efforts that will prevent and protect members of our society from becoming victims of sexual assault. The Association urges states to develop a systematic process for gathering evidence when such assault occurs. Further, the Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association believes that it is a violation of the victims' right to privacy to have their past sexual history admitted as evidence in assault cases. The Association recognizes the importance of and urges the rehabilitation of the assailant, and the protection of due process rights for both the victim and the assailant. (81, 85)

I-23. Victims of a Crime
The National Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.
The Association believes that it is essential that victims be notified of and have the right to be present/represented at all legal proceedings of the accused, including parole hearings.
Victims and their families must have access to free counseling and support services. They must also be made aware of available services and programs. The Association further believes that funding for such programs should be provided by state and/or federal legislation. (87)

I-24. Invasion of Privacy
The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies. The Association condemns the use of information gathered and stored, and the exchange of such information without explicit release from the person or persons involved.
The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. The Association urges its affiliates to seek legislation that will guarantee these rights. (70, 86)

I-25. Military Veterans
The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities, the full effects of which are still not known. The Association urges that federal and state legislation continue to be enacted to increase benefits and programs, including retirement benefits, for these military veterans to meet their needs now and in the future. (81, 87)

I-26. Highway Safety
The National Education Association believes that people should be protected from death and injury that result from the operation of motor vehicles by drivers under the influence of alcohol, drugs, or other mind-altering substances. To this end, the Association urges its members and affiliates to—
a. Support enactment and enforcement of effective and equitable legislation regulating driving while under the influence
b. Advocate appropriate educational experiences for students regarding the effects of driving while under the influence
c. Support recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence
d. Support legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses
e. Advocate for the continued research and development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective. (82, 88)

I-27. Control of Guns and Other Deadly Weapons
The National Education Association believes that stricter legislation is needed to control guns and other deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, distribution, and sale of handguns, with particular efforts to eliminate easily obtained, low-cost handguns—commonly described as Saturday Night Specials.
The Association further believes that the sale and possession by the private sector of automatic and semiautomatic paramili-

RESOLUTIONS

tary weapons, such as UZI submachine guns and AK-47 assault rifles, should be illegal.

The Association believes that severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale and distribution of these weapons. (82, 89)

I–28. Nuclear Power Plants and Radioactive/Chemical Pollutants

The National Education Association believes that strict monitoring of nuclear power plants and radioactive/chemical pollutants should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of nuclear and chemical wastes. It further urges regulation of the U.S. Department of Energy by an independent agency to reduce the further accidental radioactive pollution of our environment.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, and the problems of nuclear waste disposal.

The Association believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination.

The Association urges its affiliates to seek legislation and local policies to ensure a safe environment. It further believes that school employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (89)

I–29. Ozone Depletion

The National Education Association believes that the depletion of the ozone layer poses a serious environmental concern.

The Association urges the development of educational programs that promote an understanding of the effects of global climatic changes and explore the possible causes of and solutions to these changes. (89)

I–30. Violence Against and Exploitation of Asian/Pacific Islanders

The National Education Association is committed to the elimination of racial and ethnic discrimination in all its forms. The Association deplores the resurgence of covert and overt anti-Asian/Pacific Islander sentiments, threats, and incidents of racially motivated physical and verbal attacks. The Association believes that community-based educational awareness programs should be developed in conjunction with Asian/Pacific Islander groups to create an awareness of this violence. The Association supports its affiliates in their efforts to bring about clear and consistent law enforcement to protect the civil and human rights of the victims of racial violence.

The Association deplores the exploitation of women by organizations that advertise mail-order brides in their catalogs. (84, 85)

I–31. Immigration

The National Education Association supports efforts to improve the immigration process, including the provision of due process, political asylum, and timely legalization without regard to national origin.

The Association supports immigration policies that guarantee human rights and protect the integrity of the family unit without discrimination.

The Association believes that English and citizenship classes must be available in sufficient numbers to ensure that immigrating individuals can comply with all federal mandates for permanent residence and/or citizenship. (84, 89)

I–32. Internment/Containment Policies

The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of the Fourteenth Amendment to the Constitution of the United States and is repugnant to the American ideals of life, liberty, and property.

The Association therefore supports the concept of reparations for Americans of Japanese and Aleut descent and Japanese alien residents who were denied their fundamental rights through detention and/or internment during World War II.

The Association believes that the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations must be stopped. (82, 85)

I–33. Reparation of Native American Remains

The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.

The Association believes that the remains of thousands of Native Americans in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian sacred items in museum collections should be returned to the tribes of their origin. (89)

I–34. The Right To Organize

The National Education Association believes that all people have the right to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured. (82, 89)

I–35. Migrant Workers

The National Education Association is concerned with the plight of migrant workers.

The Association supports the efforts of migrant workers to be represented in collective bargaining by the organization of their choice. (85)

I–36. English as the Official Language

The National Education Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service, and all other forms of communication.

The Association believes that English is the language of political, social, and economic communication in the United States. However, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged. (87, 89)

I–37. Accessibility for the Handicapped

The National Education Association believes that school districts and Association affiliates should make their respective buildings accessible to the handicapped. The Association further believes that all public buildings should be accessible to the handicapped. (88)

I–38. World Peace

The National Education Association recognizes the interdependence of all people. The Association believes that peace is superior to war and, in this nuclear age, is basic to the survival of civilization.

The Association urges the nations of the world, through cooperative talks, to develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars so that resources may be used to improve the quality of life.

The Association supports the peaceful uses of outer space and opposes federal spending which would extend the arms race into outer space.

The Association recognizes that the United Nations can be an effective instrument for furthering world peace, supports the 1948 UN resolution relating to genocide, and promotes the rights of all people by exposing the horrors of war, racism, and genocide.

The Association supports the concept of a U.S. Institute of Peace. The Institute should be sufficiently funded to provide programs, training, and research data in developing peacemaking and conflict resolution skills as well as provide for the publication and dissemination of information in this field.

The Association urges its affiliates and members to promote the ideals of peace, freedom, and human dignity based upon genuine respect for and understanding of individual and cultural diversity. (73, 88)

I–39. Peaceful Resolution of Conflicts

The National Education Association urges the nations of the world to develop, through cooperative talks, treaties that guarantee the rights of nations to coexist within safe and secure borders. It applauds those nations, such as Israel and Egypt, that have negotiated and continue to negotiate agreements with further guarantees of peace and cooperation.

The Association believes that the World Confederation of Organizations of the Teaching Profession should facilitate the building of bridges of understanding and peace by initiating dialogue among teachers in areas of conflict, such as Ireland, where such needs exist. (85, 86)

I–40. World Court

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the World Court is one instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (86)

I–41. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association further believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (89)

I–42. Nuclear Freeze/Reduction

The National Education Association believes that nuclear war, the common enemy of all nations and peoples, is not survivable. The Association believes the continuation of the arms race increases the possibility of nuclear war.

The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons. To that end, the Association supports the development of a bilateral treaty with the U.S.S.R. for the cessation of all nuclear weapons testing, providing it contains adequate enforcement machinery, including on-site inspections. The Association supports the development of treaties to reduce the world's nuclear weapons' arsenals. (82, 88)

I–43. Teaching About Nuclear War

The National Education Association believes that specific materials need to be developed for use in school classrooms in order to attain goals that focus on the establishment of peace and the understanding of nuclear proliferation.

The Association urges its affiliates to work with other organizations to develop age-appropriate materials for all levels. These materials should include activities dealing with peaceful conflict resolution as well as show the effects of nuclear weaponry and demonstrate strategies for disarmament with appropriate methods to be used to influence national policy to achieve peace.

The Association believes that the United States and the world need to take a stand for peace and international understanding. The development of educational programs is a first step in that direction. (82, 88)

I–44. Human Rights

The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic human and civil rights and urges the U.S. government to withhold all forms of military aid to governments that violate these rights.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of political statement.

The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals. (77, 86)

I–45. Elimination of Racial, Ethnic, and Religious Discrimination

The National Education Association is committed to the elimination of racial, ethnic, and religious discrimination in all its forms. The Association therefore deplores the UN General Assembly action declaring Zionism a form of "racism and racial discrimination."

The Association condemns the system of racial discrimination and exploitation known as apartheid and believes that sanctions against countries such as the Republic of South Africa are both justified and necessary.

The Association recognizes the need for support of South African individuals and organizations that are dedicating themselves to peaceful transition into post-apartheid South Africa.

The Association supports organized pre-school projects, community-organized self-help projects, and direct contact between South African local teachers associations and local NEA affiliates. (76, 88)

I–46. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (75, 89)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION

J–1. Strong Professional Associations

The National Education Association believes that an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74, 86)

J–2. Supporting Locals in Jeopardy

The National Education Association believes that assistance should be afforded to those affiliates that exist within concentrated territories of competing organizations. The Association urges its affiliates to initiate and support programs that will strengthen and enhance the local organizational structure and promote membership growth within the Association. Continuous communications and cooperation of local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

The Association believes that assistance should be given to those local associations that have been—

a. Targeted for take-over efforts
b. Taken over by competing organizations
c. The object of "association busting."

The Association further urges that members of affiliated locals that are not the bargaining agent be provided an effective means of processing grievances. (76, 86)

J–3. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. (70, 86)

J–4. Membership Participation in the Association

The National Education Association believes that every member has the right and obligation to participate fully in the Association. It also believes that school policies should provide released time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (69, 86)

J–5. Minority Participation in the Association

The National Education Association believes that at every phase of governance and on all decision-making levels of the Association there should be minority participation at least proportionate to the identified ethnic-minority population of that geographic level.

Ethnic minorities should be included as candidates for positions at all levels. The Association should promote minority participation in program development and should employ minorities and women in staff positions.

The Association urges its affiliates to maintain the commitment to organizational policies and programs that promote the training and involvement of minorities at all levels of the organization.

The Association believes that there is a need for systematic evaluation of minority participation at all levels. (72, 86)

J–6. Retired Member Participation

The National Education Association believes that its retired members should have the opportunity to gain information about and provide input into association programs and activities at the national, state, and local levels. (76, 86)

J–7. Promotion of Teaching as a Career Choice

The National Education Association supports the concept of an organization of high school students interested in the field of education as a profession and urges its state affiliates to promote this concept. The Association encourages its members to serve as advisors for these organizations.

The Association encourages individuals interested in teaching as a career to attend NCATE-accredited institutions. The Association believes that high school counselors and advisors should be aware of the advantages to students who attend NCATE-accredited institutions. (80, 86)

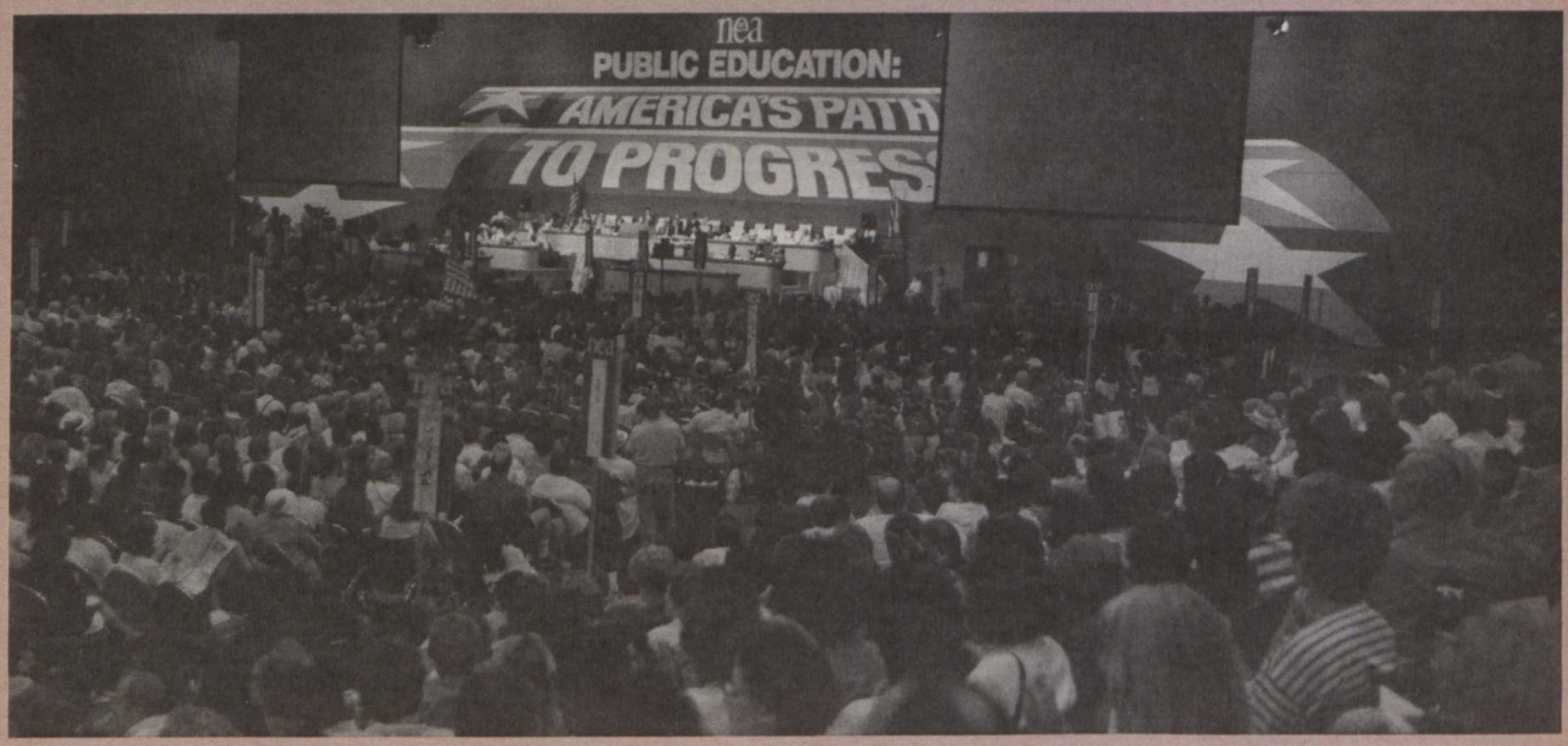
J–8. Universal Teacher Rights

The National Education Association supports the efforts of all associations of educators in the world to secure basic rights for their members. It commends those teachers and students around the world who champion academic freedom and campaign against illiteracy, especially when their activities must be conducted under oppressive and often life-threatening conditions.

The Association stands ready to help all associations of educators, such as those in Central America, obtain their basic rights as listed in the NEA resolutions.

The Association condemns all governments for their roles in any acts of injustice against teachers and their organizations and, thus, the children and youth of those countries. It urges the U.S. government to refrain from supporting any governments, such as those of El Salvador and Guatemala, that suppress academic freedom and literacy.

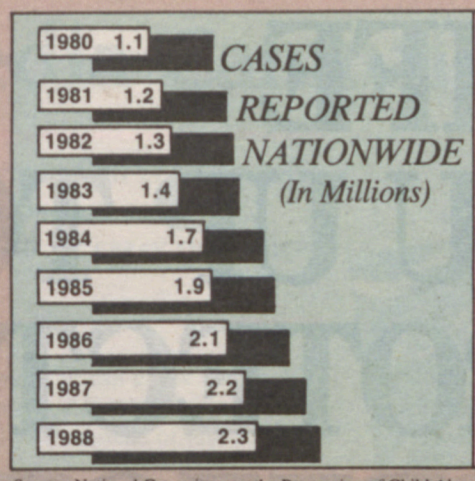
The Association urges the U.S. government to refrain from any plan for overt or covert action that would destabilize or overthrow any government, such as that of Nicaragua, or would adversely affect a government's successful campaign to improve literacy, equal education support, health care, and living and working conditions. (81, 89)

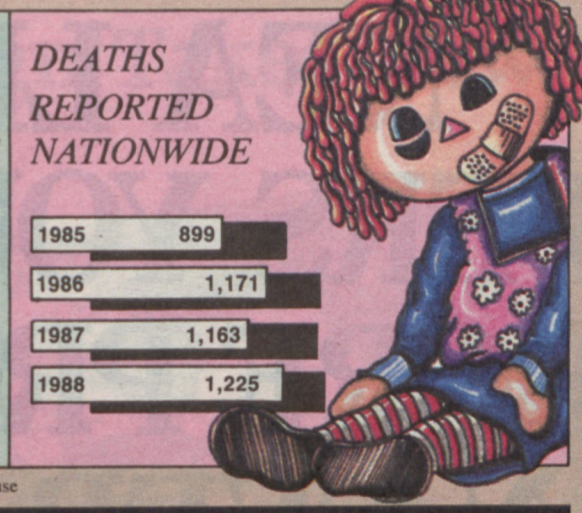


DATA BANK

CHILD ABUSE

The number of reported child abuse cases is up; the number of deaths resulting from child abuse is up; and there's new evidence that many child abusers are also substance abusers. A recent survey shows that more than two-thirds of the states providing background information on each case of child abuse report substance abuse as "the dominant characteristic."





Source: National Committee on the Prevention of Child Abuse

Class Classics

Here are the most widely assigned literary works at public high schools, according to a recent survey. The numbers represent the percentage of schools assigning each work.

Romeo and Juliet 84
Macbeth 81
Huckleberry Finn 70
Julius Caesar 70
To Kill a Mockingbird 69
The Scarlet Letter 62
Of Mice and Men 56
Hamlet 55
The Great Gatsby 54
Lord of the Flies 54

Source: The Center for the Learning and Teaching of Literature, State University of New York-Albany

Third Graders' Health IQ

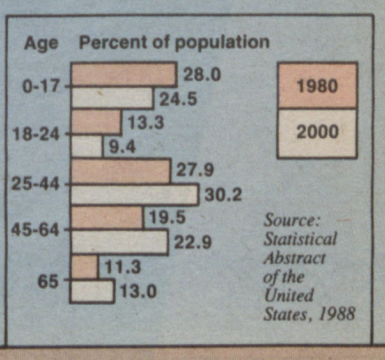
A national health education program, Growing Healthy, suggests what students in grades K-7 should know about health. Third graders, for instance, should be able to—

- List traits common to living things.
- Explain how one person's behavior can help or harm others.
- Explain individual needs for exercise, relaxation, and sleep.
- Classify foods according to their principal nutrients.
- Explain the difference between the use and abuse of drugs.
- Describe ways individuals can help keep a healthy school environment.

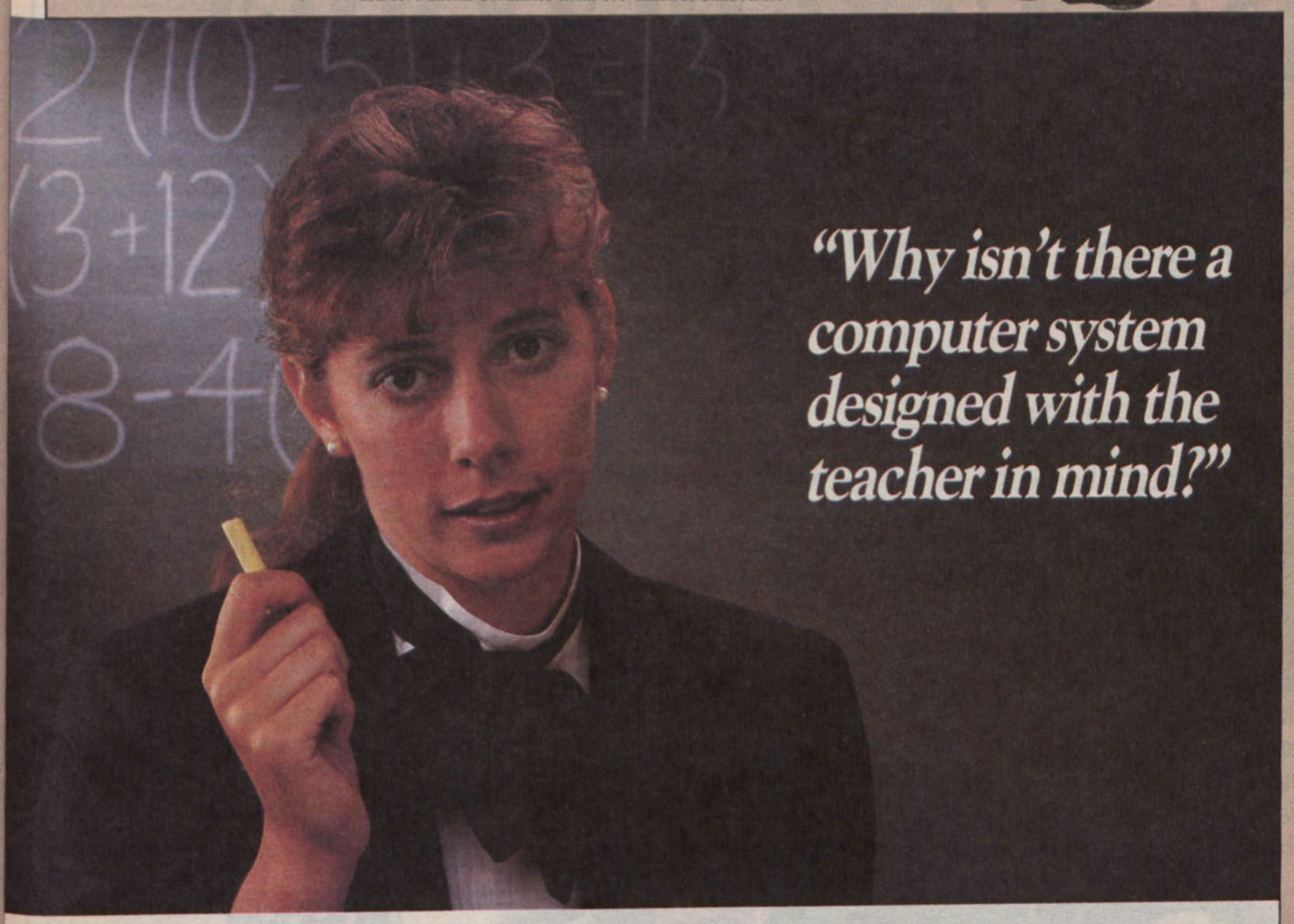
Source: National Center for Health Education, 30 E. 29th St., New York, NY 10016, 212/689-1886

AGING AMERICA

By the year 2000, declining birth rates, coupled with the aging of the baby boom generation and increasing life spans, will produce an older America.



Source: Statistical Abstract of the United States, 1988



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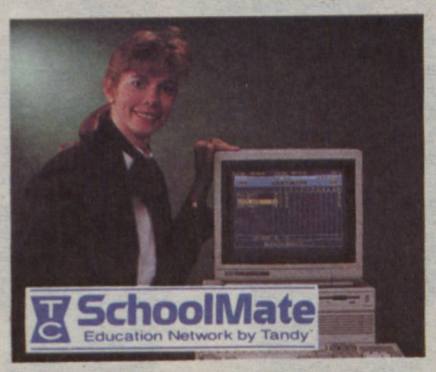

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* Active, Life, Reserve, Retired, Staff, Student and Substitute members.

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IMAGE AND INFLUENCE

NEA Media Campaign Takes New Directions

NEA's "fall 1989" ad campaign is set to roll on through summer 1990—and cable TV, radio, and magazines will all carry the education message.

This fall, for the first time, you can check out NEA's annual media campaign on cable television and radio—and you can track it all year, instead of just during the back-to-school period.

The '89-'90 campaign, which targets America's "decision-makers and influentials," includes two sets of new NEA radio and TV commercials, reinforced by print ads in such magazines as *Harper's, U.S. News,* and *The Atlantic*. One set will urge Americans to "get smart and invest in education"; the other will call for action rather than more education reports and speeches.

In addition, NEA will support programs on the Public Broadcasting System (PBS) and National Public Radio (NPR) and sponsor special programs on The Discovery Channel.

Starting Sept. 4, an NEA credit line will air at least six times a week on NPR news and public affairs programs, including the award-winning *Morning Edition* and *All Things Considered.*

On PBS, NEA joins the backers of Project Literacy U.S. (PLUS), which will open its fourth season Oct. 18 with a prime-time documentary on mentoring. Other PLUS supporters are the Chrysler Corporation Fund, The John D. and Catherine T. MacArthur Foundation, and the Corporation for Public Broadcasting.

NEA's new TV commercials will be concentrated on four cable networks: the Cable News Network, Headline News, The Discovery Channel, and the Arts and Entertainment network.

The ads will air during five time periods: Oct. 1-15; American Education Week (Nov. 12-18); the holiday period (Dec. 24-Jan. 1); the opening of legislative sessions (throughout February); and National Teacher Day and Teacher Appreciation Week (May 6-12).

The radio commercials can be heard on the CBS Radio Network, Mutual Broadcasting, the NBC Radio Network, Sheriden Broadcast Network, Talk-Net (including the Bruce Williams and Larry King shows), the National Black Network, and the Hispanic Radio Network.

NEA's media effort kicks off this fall and includes a five-part series on China on the Discovery Channel, a cable television network with 40 million subscribers. Two of the five shows are being updated in the aftermath of the recent student uprisings in Beijing and elsewhere.

NEA is also cosponsoring several projects with The Discovery Channel. Every weekday morning starting Sept. 18, Discovery will broadcast an hour of documentary programming—*Assignment: Discovery*—that teachers can tape free of charge and use in their classrooms. Each hour will be devoted to a different curriculum area. See the ad on page 34 for additional details, or write Nancy Stover, Director of Educational Services, The Discovery Channel, 8201 Corporate Drive, Suite 1200, Landover, MD 20785.

NEA will also cosponsor two evening documentary series that teachers can consider taping for the classroom. Both series—one this fall and one next spring—will air on Discovery.

The fall series will be *The Great Wall of Iron,* a study of China focusing on the People's Liberation Army (PLA). The series is expected to spark renewed discussion and controversy about the culture and military emphasis of the nation where one-quarter of the world's people live. As recent events have shown, understanding China requires understanding the PLA.

Most of the footage was shot before the student uprisings in Beijing and elsewhere; the last two segments of the five-part series are being updated.

The Great Wall of Iron will premiere on Oct. 1 and continue for four additional Sunday evenings; it will be rebroadcast beginning in mid-November. NEA suggests that teachers preview the show in October to decide whether and how they'll use it with students in November. The October issue of *NEA Today* will carry a teacher's guide to the series, as well as the exact November rebroadcast dates.

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Address		
City	State	Zip
Home Phone	Business Phone	
Social Security Number	Date of Birth	
Are You: ☐ Renting ☐ Buying or ☐ Own?	Monthly Payment $	

Previous Address (must be completed if at present address less than 3 years.)	
Employer	
Position	Years There
Previous employer or school attended	
Annual Salary $	Other Income $

Include income from *all* sources during this year. (Alimony, child support, or separate maintenance income need not be revealed if you do not wish it considered as a basis of repayment.)

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State Association
Mother's Maiden Name (for use when you request special action taken on your account)

Additional Information

Current Credit Card Accounts (if applicable)

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This program is currently not available in District of Columbia, Michigan and Pennsylvania.

BOOK BEAT

Tough, Can-Do Professionals

Fred Mirtiani

Tracy Kidder and Chris Zajac, author and subject of **Among Schoolchildren.**

Among Schoolchildren
By Tracy Kidder
Houghton Mifflin. 262 pp. $18.95.

A Greenhouse for the Mind
By Jacquelyn Seevak Sanders
University of Chicago Press. 156 pp. $19.95.

Castaways: The Penikese Island Experiment
By George Cadwalader
Penguin. 193 pp. Paperback, $6.95.

White Teacher
By Vivian Gussin Paley
Harvard University Press. 142 pp. $14.50; paperback, $7.95.

Reading these books at the same time makes you want to have the four teachers involved read the whole collection too, then get them together in the same room so you can listen to what they think about each other, about teaching, about schools.

These are the four teachers:

► Chris Zajac, a fifth grade teacher (and Association member) in a Holyoke, Mass., public school

► Jacquelyn Seevak Sanders, Bruno Bettelheim's successor as director of the University of Chicago's Orthogenic School, whose students are severely emotionally disturbed, unable to function in any aspect of their lives

► George Cadwalader, an ex-Marine Corps officer who founded the Penikese Island School off Woods Hole, Mass., to do for delinquent boys what Parris Island does for Marines

► Vivian Gussin Paley, a former public school teacher, now a kindergarten teacher at the University of Chicago Laboratory Schools.

What the four in their very different schools have in common is this: they're professionals who believe what they do is supposed to make a difference.

"What they do" is sometimes what they *don't* do—as when Chris Zajac forced herself not to raise her voice at Robert, a youngster determined to be punished.

Or what they do can be an intricately planned course of action, like the animal studies curriculum Jacquelyn Sanders and her staff devised for five unmanageable youngsters. Their premise: the animal curriculum would relieve anxiety and increase the kids' attentiveness. They were right.

Given these teachers' watchful reading of their students' behavior and their willingness to shape the direction of kids' growth, it's not surprising to find that they display similar teaching values—empathy for students' feelings, consistency in the environment they create for students, high expectations for student improvement.

So when Vivian Paley encountered Black students for the first time, she politely ignored their race. Later Paley reversed course, realizing that a child's race is a special quality for the teacher to understand, value, and talk about.

And on Penikese Island, George Cadwalader offers a consistent environment—for most the first they've ever had—to the boys sent him by the Massachusetts juvenile courts.

As Tracy Kidder, the Pulitzer Prize-winning author who shadowed Chris Zajac for a year puts it, the task for teachers isn't to do the same for each child, but to "bring the same moral force to bear on all" children.

Castaways was published in hard cover last year by Chelsea Green ($17.95). *White Teacher* was originally published in 1979; Paley has added an epilogue to this new paperback edition. We can now add a further epilogue: in July, Paley received an unrestricted grant of $355,000 from the MacArthur Foundation.

—*Nancy R. Needham*

Cadwalader

Paley

Sanders

The NEA Professional Library Book Club's current main selection is ***Promoting Active Reading Comprehension Strategies*** by ***Judith W. Irwin*** and ***Isabel Baker***. For information on Club membership, write NEA/PLBC at 230 Livingston St., Northvale, NJ 07647 (1-201-767-4093).

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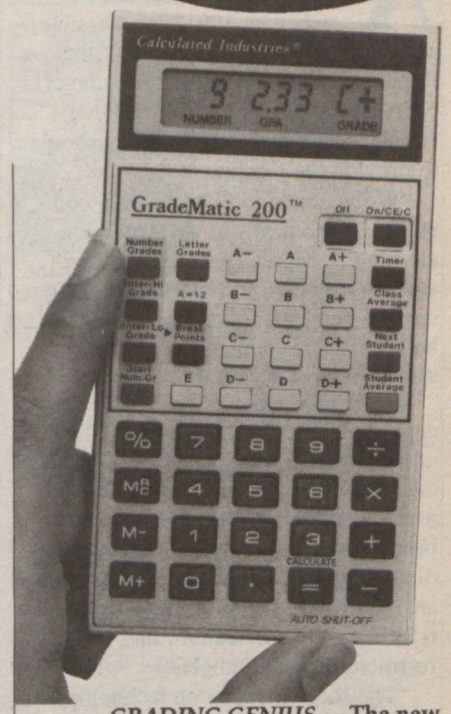

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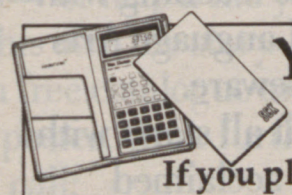
Gary Geivet, Santiago Elementary, Santa Ana, CA

"I moved from 30 hours per grading period (to average grades) to less than 10 using the GradeMatic."
Sherrie D. Morritz, Grandview Jr. High, Phoenix, Arizona

"Best teacher's aid yet! Makes grade averaging fun!"
Virginia Mattingly, South Spencer High School, Rockport, Indiana



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TECH TALK

For the '90s: A Computer on Each Teacher's Desk

A computer and adequate software on the desk of each teacher by 1991? It's possible, according to a report released at the Representative Assembly this summer. NEA's Special Committee on Educational Technology is calling on schools to provide the machines—soon.

"We've come to expect to see computers on the desks of all professionals," NEA Secretary Treasurer Roxanne Bradshaw told reporters. "Yet we haven't demanded that teachers—who help train this country's professionals—also have access to computers."

As the report points out, "The concept of a computer lab down the hall utilized by a few teachers just doesn't cut it anymore." Today every teacher needs a computer, the report stresses, because teaching now also means handling administrative tasks, spurring the technological revolution in learning, reforming the curriculum, and restructuring the schools.

"The focus must be on technology as a means to restructure the school environment—not as a piecemeal appendage grafted onto the current school structure and curriculum, and

not as a way to further routinize learning," Bradshaw noted.

In using computers, notes the report, "the critical elements for the teacher are access, training, and time." The report states plainly that teachers now lack all three and makes the following recommendations to remedy the situation.

► "Classroom management software designed for teachers to use in managing the instructional process (e.g., word processing, grade recording, attendance recording, and test development) should be made available to all teachers and be compatible throughout the school district.

► "The school district and the teacher association should investigate options for teachers to have access to computers in their homes for training, development of instructional materials, and research.

► "Practical, hands-on, regular training in technological applications for learning and managing should be provided during school hours at the school's expense.

► "Training in the use of technology to enhance instruction and professional productivity must be a part of the preparation of every entry-level teacher.

► "Teachers should be provided encouragement, time, and resources to experiment with and research applications of technology, and to integrate technology into the curriculum."

The nine-member NEA committee—made up of classroom teachers—called on NEA to "commence the planning to create interlinked, nationwide interactive networks for teachers."

Currently, the NEA Instruction and Professional Development unit maintains a toll-free electronic bulletin board, which operates 24 hours a day. The board offers message services, bulletins, and dozens of available files on a variety of education reform issues and policies. Members can share ideas through the board by calling 1-800-542-0816.

The latest step: NEA has asked major computer companies for proposals. By January, the Association plans to "endorse one or more systems to increase the number of computers in teachers' hands," said Gary Watts, NEA assistant executive director for professional and organizational development and staff liaison to the technology committee.

—Stefanie Weiss

IBM TOOLS FOR EDUCATION

Five Year Old Writes Life Story.

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It all starts with IBM's acclaimed Writing to Read program.* It's a self-paced, interactive program that teaches kindergartners and first graders how to write anything they can say and read anything they can write.

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IBM courseware developed with teachers for teachers

The Model 25 combines the power, speed and graphics capabilities of the IBM Personal System/2 family in a compact classroom desktop unit. Combined with our courseware, it puts a complete library of flexible teaching tools at your fingertips.

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And with good reason.

*Developed by Dr. John H. Martin

RESOURCES

Free or Inexpensive

PEDAGOGY

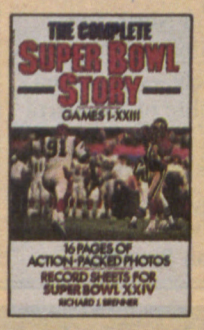
Interactive Bulletin Boards as Teaching Tools. Joan Dungey. Describes classroom bulletin boards that students can create themselves—and that can then be used as springboards for class discussion. 80 pp. $8.95. Stock no. 3340-X-00-D. NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

The Class Act Reading Game. Jim Muckle. At last, a perpetual motion teaching machine: directions for a student-run review game for use in any subject with any textbook, grades 4-12. Describes roles of student president, panelists, judges, and readers, and diagrams classroom seating arrangement. 16 pp. $5. Add $1 p&h for 1-3 copies, $2 for 4 or more. Jim Muckle, 7021 Fellers Lane, Sebastopol, CA 95472.

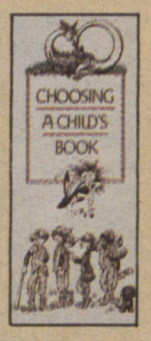
MUSIC/HISTORY

Abe Lincoln in Song and Story. Audiotape contains 11 traditional and original folk songs linked to Abraham Lincoln and his era, narrated, sung, and played by the Ailene Goodman Folksong Ensemble. Package includes 11-page history teaching guide. Special discount offer to NEA members, $9.95 plus $3 p&h. ISBN #0-9620704-0-8. Eliza Records, 3304 Rittenhouse St., N.W., Washington, DC 20015.

READING



The World Series: The Great Contests; The Complete Super Bowl Story: Games I-XXIII. Richard J. Brenner. Each volume has photo-filled recaps of past championships, plus scorecards for this year's events. $2.95 each plus $1.25 each p&h (up to a maximum of $6.25). Ask about bulk discounts. East End Publishing, 54 Alexander Dr., Syosset, NY 11791.



Choosing a Child's Book. Children's Book Council. Leaflet gives new guidelines for choosing children's books at four age levels—plus an annotated list of guidebooks to children's literature since 1985. Single copies, free with SASE to "Choosing," Children's Book Council, P.O. Box 706, New York, NY 10276-0706. Multiple copies, $15 for 25, from Children's Book Council Order Center, 350 Scotland Rd., Orange, NJ 07050.

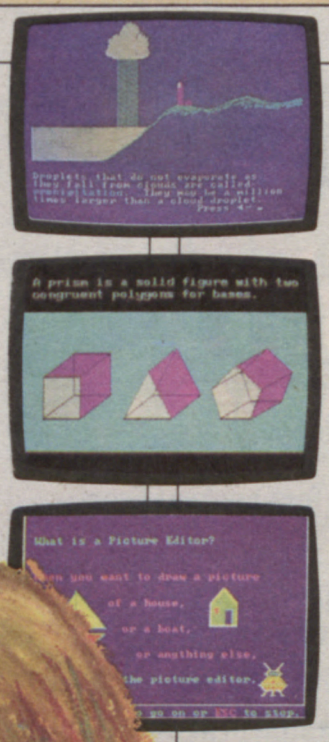
National Book Week, November 13-19, 1989. For brochure describing posters and kits for sale by CBC, send business-size SASE to "Book Week Brochure," Children's Book Council, P.O. Box 706, New York, NY 10276.

WRITING

Workshop 1, By and For Teachers: Writing and Literature. Nancie Atwell, editor. The first annual devoted to the teaching of writing and reading, written by K-8 teacher-researchers. Includes a call for papers for *Workshops 2* and *3*. 133 pp. Stock no. 08492. $10 plus $2.50 p&h per order. Heinemann Books, 70 Court St., Portsmouth, NH 03801.

BANNED BOOKS WEEK

Banned Books Week '89: Celebrating the Right To Read. Kit for Banned Books Week, September 23-30, 1989, includes resource book (90 pp.) with annotated lists of banned books and sample press releases—plus four color posters. $15. Banned Books Week, American Library Association, 50 E. Huron St., Chicago, IL 60611.



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IDEA EXCHANGE

Out of Sight, in Mind

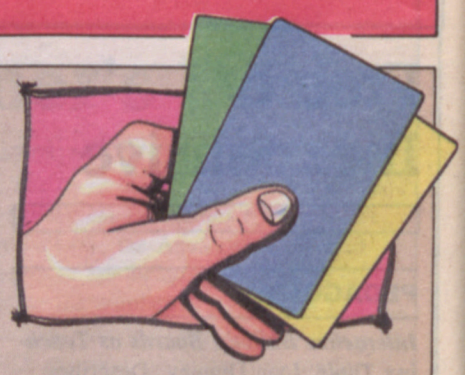
Tony Maciun teaches the gifted at Grizzly Hill, a school of 150 students in grades 4-8 located in North San Juan, in northern California. The school's setting is lovely—surrounded by the forest and wildlife of the Sierra Nevada foothills—but isolated. What his students were missing, Maciun felt until recently, was a global perspective.

To help them achieve this, Maciun contacted the American President Lines—whose many cargo ships sail the world—and got permission for his class to communicate with the *SS President Kennedy*, whose captain was a friend of his. The kids visited the ship while it was berthed in Oakland, then used their class computer and modem, combined with a satellite communication system, to keep in touch with it as it sailed to Japan.

Tracking the ship led to classroom discussions on weather and conservation and to lessons in real-world math and geography. Students also worked on individual projects such as how the crew can dispose of garbage in keeping with new "no dump" laws.

Once begun, the project grew. A second American President ship carried students' questions to Japanese students and sent answers back via computer.

For another resource, adds Maciun, "I found people with firsthand knowledge of life in one or more countries of the Pacific Rim and brought them into the classroom."



Homemade Aid

Teachers often suggest to parents that they make flash cards to help their children review class work at home. But parents seldom take the advice, notes Naida Segura, a counselor at Dolores Linton Elementary School in San Antonio, Texas.

Segura decided to improve the odds. As a vice president of the school's PTA, she planned one PTA meeting around making cards. Teachers organized the program, provided the construction materials, and told parents what concepts were most important for each grade level. Then the parents went to work drawing, sorting, cutting, and pasting.

To encourage attendance, the PTA offered door prizes of additional teaching materials to parents and a special prize to the class represented by the most parents.

The topic—or maybe the incentives—proved attractive to parents: about 200 showed up. "For our school, that's a full house," Segura notes.

Study Now or Stay Later

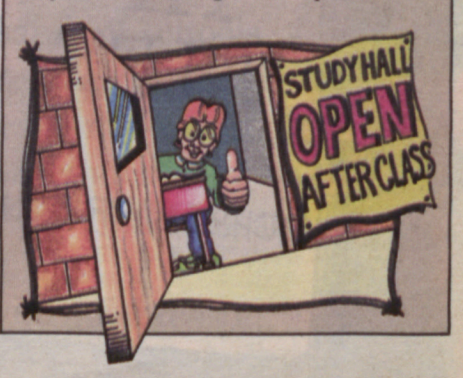
Students at four middle schools in Wisconsin's Racine Unified District have no choice but to study after class. If they fall behind in their work, they'll find themselves assigned to a 45-minute after-hours study hall.

Racine's two-year-old program—called MASH (Monitored After-School Study Hall)—helps prevent student failure, says ESOL teacher Carole Bislew, one of four program directors at Gilmore Middle School. This is especially true in math, she notes, where a student can be totally lost after missing only one or two assignments.

The study sessions aren't limited to teacher referrals. In fact, students who show up on their own often outnumber those assigned by teachers. But whether referred or volunteer, all students need their family's permission to attend the sessions.

Teachers who work with the students do so as part of their regular work day. Honor students volunteer as assistants.

Students weren't enthusiastic about the program at first, notes Bislew. But now they're impressed, because they've seen their grades improve.



INTRODUCING

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The Discovery Channel

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RESOURCES

TV/Radio Tips

Al Levine/NBC

From the Heart—*NBC, Sunday, Sept. 10, 8-9 p.m. ET.* The closing gala of a week-long festival celebrating the achievements of physically and mentally challenged artists from around the world, held in June at the Kennedy Center in Washington, D.C.

Disney Channel Salutes the American Teacher—*Disney Channel, premiere Wednesday, Sept. 13, 8-8:30 p.m. ET; series (five-minute shows) Mondays beginning Sept. 18, 8:50 p.m. ET; repeats Thursdays, 8:50 p.m. ET, and Saturdays, 3:50 p.m. ET.* First Lady Barbara Bush hosts this 31-part series honoring the individual achievements and accomplishments of 30 American teachers, many of them NEA members.

"My Dad Can't Be Crazy (Can He?)"—*ABC, Thursday, Sept. 14, 4-5 p.m. ET (close-captioned).* In this ABC Afterschool Special based on the novel *The Keeper*, a teenage boy helps his family cope with his father's mental illness.

The Supreme Court's Holy Battle—*PBS, Tuesday, Sept. 19, 9-10 p.m. ET.* Host Roger Mudd traces the "wall of separation" between church and state back to its 18th-century beginnings.

The National Council for the Social Studies offers a program guide for high school teachers. To order, write to NCSS, 3501 Newark St., N.W., Washington, DC 20016.

Silas Marner—*Arts & Entertainment Network, Sept. 24, 9-10 p.m. ET (Part One); Oct. 1, 9-10 p.m. ET (Part Two).* Ben Kingsley stars in this BBC adaptation of George Eliot's classic novel in which a lonely, miserly man is saved by the love and devotion of a child who unexpectedly enters his life. Copies of a KIDSNET study guide for this program are available by writing A&E, 555 Fifth Ave., New York, NY 10017.

Ivory Wars—*Discovery Channel, Sept. 26, check local listings for times.* Graphic portrayal of the devastation caused by poachers who kill elephants for their tusks.

"Date Rape"—*ABC, Sept. 28, 4-5 p.m. ET.* Rebroadcast of an ABC Afterschool special exploring the issue of date rape through the eyes of both the boy and the girl. She begins to repair her battered emotions by formally charging him with rape, and he is forced to confront what he has done. (Closed-captioned)

These listings are provided by **KIDSNET**, a clearinghouse for children's TV and radio.

Get Free Viewers' Guides

NEA, in cooperation with KIDSNET and the television industry, is compiling a mailing list of Association members interested in receiving free viewers' guides to upcoming programs. To get on the list, send your name, curriculum area, grade, and mailing address to KIDSNET, 6856 Eastern Ave., Suite 208, Washington, DC 20012.

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PERSONALLY SPEAKING

ON·THE·ROAD·TO FISCAL HEALTH

Giuliana Nakashima

Meet the Montgomerys. Nancy, Gregg, and their two children, Evan and Erin, live in Holden, Missouri, about 50 miles southeast of Kansas City. Gregg teaches history and coaches girls' basketball and volleyball at Holden High School, and Nancy's a counselor at Pleasant Hill High School.

The Montgomerys have volunteered to be the subjects of NEA Today*'s year-long look at personal finance. Each Personally Speaking column this year will assess different aspects of their current financial situation and their prospects for future financial security.*

Author Mary Rowland has been a personal finance and business writer for more than 10 years. She's been published in Working Woman *magazine,* Fortune, *and* USA Today, *among other magazines and newspapers, and has written a book on mutual funds.*

This is the year Gregg and Nancy Montgomery have decided to get their financial house in order. The year's just starting, because like many teaching couples, the Montgomerys organize their lives around the school term.

The Montgomerys often think about saving and budgeting. But they've never taken time to work through their entire financial plan.

Nancy and Gregg met at Central Missouri State University in Warrensburg, were married in 1981, and bought a starter house the same year. Five years later, they bought a larger house where they could comfortably raise Evan, now 6, and Erin, who's 14 months.

Gregg, 33, has a base salary of $26,300 and earns another $2,400 teaching summer school. Nancy, 32, earns $25,600. So their earned income tops $54,000. Not bad!

To finance their purchase of a three-bedroom home in 1986, the Montgomerys took out a mortgage with a fixed rate of 9¼ percent. They each contribute 10 percent of their salary to the state teachers' retirement plan; the school district matches the contribution. Each has $15,000 put away in the plan. They own two cars, carry no revolving credit card debt, and have fledgling college accounts for the kids.

The Montgomerys have career plans, too. After teaching for seven years, Nancy completed her master of science degree in education to qualify for a position as a school counselor. She also has a private counseling license—she hopes to establish a private practice, perhaps as early as this school term.

Gregg began with a master of arts degree in history and picked up the extra courses necessary for his certification as a history teacher. He's now working to complete the hours required for certification as a specialist in education administration. One of his goals is to become a principal.

The Montgomerys put retirement planning and saving for college at the top of their list of financial goals. "When you have 30 years in education, you can retire," notes Nancy. "So we can retire when we're 52. We don't know if we'll want to do it, but we're interested in having that option.

"And we know we need to do some planning for our kids for college. We'd like to set aside money every month, and we'd like to make some investments for their education that would grow.

"When Ev was born, we put in so much a month," Nancy continues. Evan now has about $800 in his account. But when Erin was born, the Montgomerys found they just couldn't keep up: "Erin only has $100."

Although the Montgomerys feel they're making progress, they know they need to do some specific financial planning in order to move toward their goals.

They also need to focus on some odds and ends of financial business. Like most Americans, they don't have wills. And they haven't updated their insurance coverage in several years. Although they're financially conservative, they'd also like to do a little more investing. "And we'd like to be able to get to the point where we can travel every summer," Nancy says.

The Montgomerys' task for this month was to work out a simple balance sheet: to set down what they own and what they owe. Every family or individual should have such a list. Here's what the Montgomerys' sheet looks like:

LIQUID ASSETS

Savings account	$ 4,000
Checking account	$ 500
Cash value of life insurance	$ 3,800
Total liquid assets	$ 8,300

INVESTMENT ASSETS

State retirement system (Gregg)	$ 15,000
State retirement system (Nancy)	$ 15,000
Evan's college account	$ 800
Erin's college account	$ 100
Total investment assets	$ 30,900

PERSONAL ASSETS

Home	$ 70,000
1989 Pontiac 6000	$ 14,000
1978 Chevrolet Nova	$ 500
Furnishings, clothing, etc.	$ 10,000
Total personal assets	$ 94,500

TOTAL ASSETS $133,700

Next, the Montgomerys list what they owe. They have no short-term debt such as a credit-card balance, bank overdraft lines, or installment and personal loans.

LONG-TERM DEBT

Mortgage on house	$ 60,000
Loan on Pontiac	$ 11,000
Total long-term debt	$ 71,000

NET WORTH $ 62,700

Now that they've calculated their net worth, the Montgomerys are ready to think about what they can do to build it.

But they also want to make some specific improvements in their financial practices. In the next seven issues of *NEA Today*, the Montgomerys plan to look at their spending habits; their insurance needs; long-term financing of home, car, and travel; tax and retirement planning; and building a nest egg for their children's college educations.

Perhaps you didn't make financial planning your goal for the school term. But why not start now? Each month we'll provide a box that tells you what to do to keep pace.

—Mary Rowland

Getting Your Financial House in Order

If you feel your finances could use some fine-tuning, why not spend the next seven months with the Montgomerys? Here's what you need to do this month:

► Think about your financial goals. What's your top priority? Buying a house? Getting out of debt? Retirement?

► Get ready to set up your balance sheet.

► Find records of your liquid assets—like bank checking and savings accounts.

► Find out how much you owe on your home. Figure out how much it's worth. Do the same for vehicles.

► If you have any cash value life insurance policies, determine their current cash value.

► Get records of tax-deferred annuities, individual retirement accounts, 403(b) or 401(k) plans.

► Collect records on the value of investments you own, including stocks, bonds, and real estate.

► If you own valuable objects—coins, antiques, furs, rugs—you'll want to list them as assets, too.

► Dig out the records of your debts—recent credit-card statements, payment books for home equity loans and car loans.

—M.R.

RESEARCH CLUES

Finding More Time To Teach

By Robert McNergney and Martin Haberman

It's not often that truly innovative ideas come along, but Robert Lynn Canady of the University of Virginia has one: "parallel, block scheduling." The premise: there's time in every school day just waiting to be put to better use.

Although parallel, block scheduling can be implemented in many ways, a few principles underlie all the patterns.

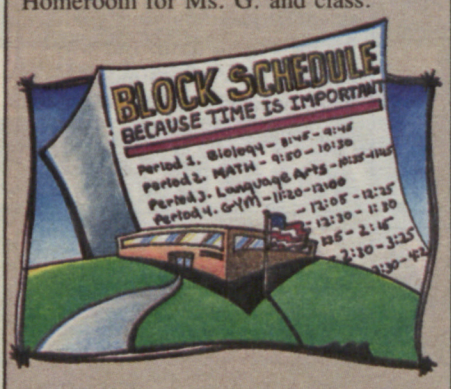
► Schedules are organized around Directed Reading Groups and Mathematics Skill Groups.

► For the reading and math groups, students are grouped homogeneously by abilities.

► Math and reading instruction is spread through the day so that all students are available for support services and special subject offerings without having to be pulled out of direct instruction from their base teacher.

Here's a sample schedule for one student (Mimi) and one teacher (Ms. Glotzbach).

8:30-8:40
Homeroom for Ms. G. and class.



8:45-9:45
Mimi and Ms. G. are together for the science-social studies-health block of 25 heterogeneously grouped students.

9:50-10:30
Ms. G. has Math Skill Group #1 with 12-13 students, including Mimi.

10:35-11:15
Ms. G. has a planning period. Mimi's at the library or in p. e. or band class.

11:20-12:00
Ms. G. has Math Skill Group #2 with 12-13 students. Mimi's in the computer lab, or in a heterogeneous group getting math enrichment activities, or receiving some other support service—gifted and talented enrichment, say, or speech instruction.

12:00-12:25
Lunch

12:30-1:10
Ms. G. gives a language arts lesson to her combined Directed Reading Groups (#1 and #2)—25 students altogether. These groups are performing at both higher and lower levels—whole language instruction is useful.

1:15-2:00
Ms. G. has Directed Reading Group #1. Mimi has "reading extension" (where she gets language or reading enrichment), or she's getting a support service.

2:05-2:50
Ms. G. has Directed Reading Group #2, which includes Mimi.

2:50-3:00
Dismissal

Ms. Glotzbach has 210 minutes each day to spend with small groups and in planning. Yet she sees all her students every day, uninterrupted by pull-outs to special services. How does this compare with your schedule?

Testimonials for parallel, block scheduling are glowing, but only now are research results coming in. One investigator is comparing standardized achievement test scores of students in and out of parallel, block schedules.

To learn more about parallel, block scheduling, read: R. L. Canady, "A Cure for Fragmented Schedules in Elementary Schools." *Educational Leadership* 46: 65-67, October 1988.

Robert McNergney is a professor of educational studies and director of the Commonwealth Center for the Education of Teachers, University of Virginia and James Madison University, Charlottesville, VA 22903. Martin Haberman is a professor at the School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI 53201. They prepared this column for NEA Today *with the cooperation of the American Educational Research Association.*

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IN ALASKA

FLIRTING WITH DISASTER

For teachers and students, last spring's Alaska oil spill and the resulting devastation sounded a call to action, and learning, on pollution.

One tragedy can affect public attitudes more than all the warnings in the world. For many Americans, last spring's Alaskan oil spill made visible for the first time the terrible consequences of carelessness about the environment.

The 10 million gallons of crude oil that poured from the tanker *Exxon Valdez* into Prince William Sound threatened the jobs of hundreds of people; killed or injured thousands of birds, sea otters, and other animals; poisoned salmon hatcheries and millions of fish; and produced a slick that covered more than 2,600 square miles, washing up on beaches wherever the tide carried it.

Children who saw the results of the disaster were particularly vulnerable to the anxiety and grief the devastation caused. In Valdez, on the northern edge of Prince William Sound, therapists, environmentalists, and volunteers conducted workshops and counseling sessions to help kids from kindergarten to sixth grade deal with the death and ugliness that suddenly surrounded them. For example: counselors distributed flower seeds so the children could add beauty wherever they felt its need.

Just west of Prince William Sound, on the Kenai Peninsula, the small towns of Seward, Homer, and Seldovia didn't suffer much damage. Still, for months the disaster has dominated most residents' lives—the area is a base for cleanup activities.

Susan Muma, the Association faculty rep at Susan B. English High School in Seldovia, reports that for two days last June teachers and students placed sandbags and logs to keep the oil slick from floating into nearby Kamishak Bay.

Teachers also used their classrooms to help kids understand the disaster. Muma cites a kindergarten teacher who recreated Prince William Sound for her students using an inflated pool filled with water, toy plastic sea animals, shells, and kelp. After a few days, she poured oil into the pool and let the youngsters dip their hands into it.

The students observed what happened to objects in the pool after the oil settled, then brainstormed ways to clean up the miniature mess and discussed who should take responsibility for cleaning up the real spill.

At Homer High School, agriculture students cleaned oil-soaked birds. Chemistry and physics students calculated how long the spilled oil, if it were water, would take to run through an average kitchen faucet (nine years) and heated oil samples to find a temperature at which the oil would flow easily.

At Exxon's otter cleanup center in Seward, school employee volunteers have bathed hundreds of oil-clad otters that were sedated and airlifted in.

Seward Elementary fifth grade teacher Charlie Crangle explains the effort involved in saving just one otter: "It takes eight or nine people three hours. We hose it down, suds it up with detergent, and rinse it off—two to five times."

Crangle and other volunteers (like, above left, Seward Elementary third grade teacher Jean Powlowski and Seward High computer and science teacher Rich Houghton) then dry the otters with portable hair-dryers. "They get frisky as the sedation wears off," Crangle adds. "It's like trying to handle a wolverine."

One long-term result of the Alaska oil spill is already plain: more folks are now taking pollution more seriously.

The world environment got top international political priority at the economic summit held in Paris in July. President Bush and his counterparts from six other industrialized countries urged two measures in particular: ending chlorofluorocarbon use by the year 2000 and limiting carbon dioxide emissions.

One international environmental event can easily fit into a class or school: the NEA-backed 20th observance of Earth Day, April 22, 1990. For information and suggestions for activities, write to Earth Day 1990, P.O. Box AA, Stanford, CA 94309.

—Diane Dismuke

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YOU AND YOUR RETIREMENT

NEA-Retired Marks Milestones, Moves Ahead

This fall, NEA will mark a milestone event when the Association's two-millionth member signs up. If that person is a retired educator, he or she may also be part of one of the fastest-growing segments of the NEA membership, NEA-Retired (NEA-R).

Just six years ago, NEA-R had just 35,000 members and only one state required retired members to belong to all three levels of the Association—local, state, and national. Today, nearly 100,000 NEA-R members are working together as advocates for education and voices for America's senior citizens. Forty state Associations require unified membership for retired educators.

Is there life after retirement? Just ask NEA-R members. They epitomize the organization's slogan: "We may be retired from our positions but not from our profession." Many have become literacy tutors, reading volunteers, even substitute teachers and school board members, using their time and expertise to advance the educational agenda.

Still other NEA-R members can be found anywhere they can be of service: organizing voter registration drives, heading up community service programs, even running for political office.

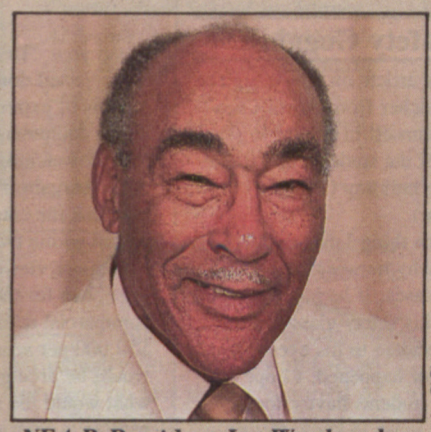
"NEA-R provides retired educators a forum for expressing their needs and an avenue to channel their efforts," says NEA-R President Joe Westbrook.

Westbrook spent 37 years as a classroom teacher, athletic coach, assistant principal, instructional supervisor, and area superintendent before retiring. Currently serving the last year of his term as NEA-R president, Westbrook has watched the organization grow in size and clout. Three members of NEA-R now sit on the NEA Board of Directors; others serve on numerous NEA governance committees.

This fall Westbrook teams up with newly elected Vice President Valois Pullen, who spent 30 years as a classroom teacher in southwestern Nebraska, served as state and local president, and is Nebraska State Education Association-Retired president.

Joe Di Dio

NEA-R Vice President Valois Pullen



Joe Di Dio

NEA-R President Joe Westbrook

"It's by working together as an Association that we're able to protect the benefits retired educators already have and work for important protections like comprehensive health care for all senior citizens," says Pullen.

As advocates, NEA-R members are especially concerned about winning long-term health care and safeguarding the Social Security system. As part of its advocacy campaign, NEA-R also works in coalition with other organizations like Save Our Security and the National Council of Senior Citizens.

During this summer's Representative Assembly, NEA delegates made health care a top legislative priority for the NEA and its state affiliates. Says Westbrook: "The health care crisis is far from solved, but we now have the NEA as a strong political and legislative force for initiating and supporting legislation that addresses this overwhelming need."

On the state and local level, NEA-R affiliates have made significant gains. In New Jersey, for example, the state health benefits program raised its lifetime limit of major medical coverage to $1 million, thanks to the lobbying efforts of NJEA-R and NJEA members.

As it gains in numbers and strength, NEA-R continues to work toward greater involvement in NEA activities. Recently, NEA-R released its position paper "NEA-R Planning for the Future." The document outlines structure, programming, and organization at the local, state, and national levels that can ensure NEA-R's role as an integral and permanent part of the NEA family.

—Anita Merina

To Join NEA-Retired

Any retired educational employee can join NEA-R. Dues are $10 annually for those who retired after Sept. 1, 1973, and $2 for those who retired before that date.

NEA-R members receive, among other things, preretirement publications and seminars; health, life, liability, homeowners, and renters' insurance; discounts on travel, prescriptions, vitamins, and car rentals; and a new regular publication, *The Best Years*.

NEA-R membership is open to all educational employees even before they retire. Lifetime NEA-R membership dues are a one-time payment of $100.

For more information, write to NEA-Retired, 1201 16th St., N.W., Washington, DC 20036.

New Publication

NEA-R members will receive a new publication this year, a 12-page quarterly mini-magazine entitled *The Best Years*. Replacing *NEA-R Update*, this magazine will feature profiles of individuals and state affiliates as well as legislative news, health tips, and financial advice.

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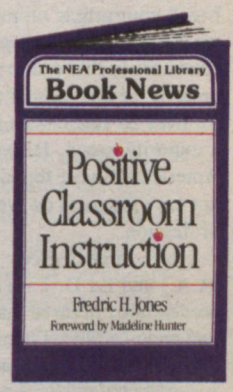

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Letters

Teacher Shortage

As a white teacher who teaches minority children in a bilingual program, I appreciate "The Disappearing Minority Teacher" (May/June). It is essential that *all* our students, not only the minority students, have role models from a variety of backgrounds and ethnic origins.

To reverse the trend of the disappearing minority teacher, it is necessary that the NEA and other organizations be creative. Addressing the high school and college population is not enough.

Through greater attention to adult education and strong professional development for adults currently working as teachers' aides, we could locate many persons who are already giving hours of service to our schools, understand children and the educational process, and have a wealth of maturity and experience.

Thank you for calling this important problem to our attention.

Mary McCann
Elgin, Illinois

I read your article on minority teachers and the shortage of such educators in this country. I have been in the business of education for over 20 years. As a member of a minority group, Hispanic-American, I have found that it is not easy for us to do well in this profession.

I have three degrees: B.A., M.A., and Ed.D. I am also credentialed in three major areas and endorsed in six areas of teaching as well as holding administrative credentials. I am a qualified secondary principal and a qualified director of special education.

I have not been able to use much of this background. I believe there is much resistance to the use of minority educators in places of authority. I have had many offers of work in "soft money" projects that needed a minority for funding purposes. I have refused to compromise myself for such positions.

I strongly believe that my efforts and training have been wasted because of the games played by people who are in authority and could promote minority participation in the building of stronger education in this country. I am now making efforts to leave this field.

I do love to teach, but I cannot see any real effort in this country to utilize minority educators to their fullest potential. I not only understand why good people choose more lucrative fields, but I wish I had done just that.

William R. Gonzales-Zales
Coeur d'Alene, Idaho

Safety Goggles

I read the article on how a high school teacher from North Carolina put himself in danger to save the rest of the students and teachers in the building (People, May/June).

The one thing I don't understand is why he wasn't wearing safety glasses. If he had been wearing his safety glasses, the whole accident to his eyes might have never happened. I hope at least the students have enough common sense to know that no one should ever enter the lab without wearing safety glasses.

Bryan Moris
High school chemistry student
Prairie du Chien, Wisconsin

Ed. Note: Mr. Chittilla says he and the students were cleaning the classroom after renovation left it in disarray. The chemicals had been stored—but not all of them properly, as he discovered. "In 22 years of teaching," Mr. Chittilla reports, "I've always insisted on safety goggles." His eyesight continues to improve.

TV Debate

In the "Debate" column (May/June), I was surprised that neither columnist seriously entertained the idea of constructively *using* the television commercials as educational tools.

As part of our daily lives, we can't pretend commercials don't exist. We can encourage students to observe them critically and analytically from various viewpoints. For example, students can invent their own products, study the various types of marketing strategies and methods, and then create their own commercials.

Joanne McCarthy
Decatur, Illinois

I read your "Debate" (May/June) on projected donation to public schools of extremely costly television equipment, with required student-watching time as our part of the bargain. Elsewhere I had read that the entrepreneur expected within two or three years to have more viewers for this enterprise than for the most popular of commercial television shows. At $50,000 per school, the expense would be prodigious. Exactly what would the sponsors hope to receive in return? The thought is chilling.

Your debate attacked the commercials as a waste of time and worse. But will no one speak out against the more insidious inoculation of daily news programs into thousands (millions, if the plan succeeds) of young minds? *Who selects those items? Who slants them?* Certainly no one not in perfect accord with the views of the sponsors! In *1984* all citizens were required to watch the same daily news program on television screens installed in their homes. Oh, George Orwell—come back! Come back!

Elizabeth Vardon
Neshanic Station, New Jersey

ESP Coverage

In reading the May/June issue, we came upon a letter from Gloria Adler, President of ESP in Marple Newtown, Penna. We agree 100 percent with her looking forward to some space for ESP people in *NEA Today*. Yes, ESP people are the "underpinning of the educational system," and we're realizing it more every day.

Now that ESP people are growing in numbers as paying NEA union members, we feel we deserve respect and acknowledgment from *NEA Today*. There must be a lot more happening in the ESP world than what we're reading so far.

Diane Gorden
Barbara Butler
Co-Presidents
Gray-New Gloucester ESPA
Maine

Not New

In your State Side column (March), you reported that the Student Education Association of Maine (SEAM) was founded in 1987.

I belonged to SEAM at Farmington State Teachers College (now the University of Maine at Farmington) in 1962, and it was by no means a new organization then. In 1963, FSTC became Farmington State College and SEAM remained a campus organization. While it may have disbanded after I graduated in 1965, I hope you will correct the impression that SEAM is a new organization.

Beverly A. Golish
Jericho, Vermont

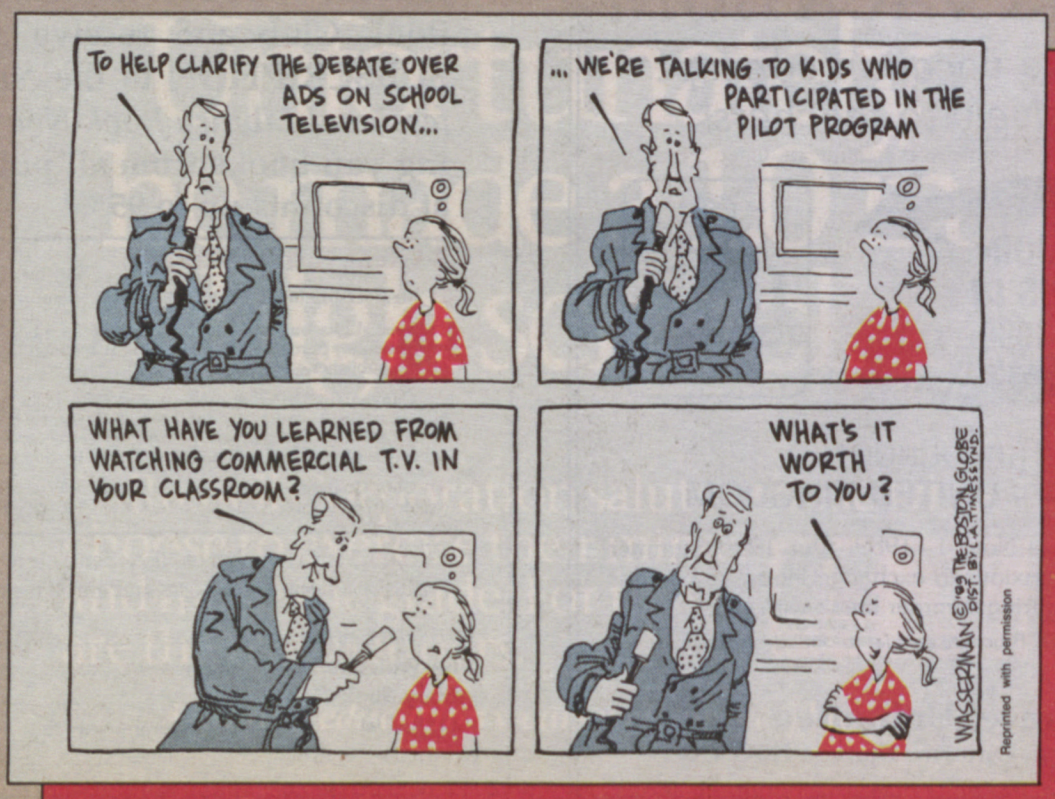
Archaeological Digs

I enjoyed reading the article "Fake Dig, Real Lesson" (Idea Exchange, April). Many teachers have found simulated archaeological digs to be excellent teaching tools.

The illustration that accompanied the article was most distressing. Archaeologists dig carefully and systematically, using tools such as mason's trowels. Artifacts are mapped and measured in place to establish their provenance and to help understand the relationships that exist among them. Digging in the manner shown in the cartoon would totally mix the three layers of artifacts that represented three different cultures and would destroy valuable data.

As a volunteer on archaeological projects for the past 10 years and now as president of the Massachusetts Archaeological Society, I found that picture particularly offensive.

Ruth Warfield
Worcester, Massachusetts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Call for Papers

The American Education Finance Association invites all interested persons to submit papers and proposals for large and small group sessions at the 1990 convention to be held in Las Vegas, on March 15-17, 1990.

Abstracts of 300 words should be submitted by October 15, 1989. Papers should contain (a) problem statement, questions of hypotheses, (b) sample, design, and methodology used, and (c) major findings and implications. Proposals for large and small group sessions should specify (a) the organizing topic, theme, or issue, (b) sponsor, and (c) participants and their individual contributions to the session.

Send abstracts to: Dr. Margaret E. Goertz, president-elect, AEFA, Educational Testing Service, Mail Stop 06-R, Princeton, NJ 08541.

NFIE Deadline Extended

Due to problems with the U.S. mail, the deadline for submission of entries for NFIE's Innovation in Practice program has been extended from September 12 to October 6, 1989. Administered in partnership with the Hitachi Foundation, Innovation in Practice is part of the five-stage Learning Tomorrow program.

Teachers are encouraged to submit their entries describing innovative applications of technology in education. The authors of the 20 most outstanding entries will be awarded $500 honorariums.

For further information, contact the National Foundation for the Improvement of Education, (202) 822-7840.

Debate

Does Raising Academic Standards Increase Student Dropouts?

YES

Elton Smith is a first grade teacher at Florien Elementary School in Florien, in western Louisiana. A 15-year classroom veteran, Smith has also taught Chapter 1 and sixth grade. He's now president of the Sabine Parish Association of Educators.

Results of a survey of Louisiana's high school counselors conducted this year by the Louisiana Association of Educators indicate that students' lack of motivation is a chief reason Louisiana has the nation's highest dropout rate.

And what's the reason for the lack of motivation? Most counselors surveyed say students are discouraged about finishing school in a state that combines the nation's highest functional illiteracy rates with inflexible graduation requirements. This situation, they say, makes it almost impossible to reduce the number of dropouts.

Calling for more flexible academic standards for all students, the counselors say it's futile to keep pushing standards higher when youngsters' motivation is already low.

Lack of academic motivation is a personal thing with students. The more often a student is forced to look on the school experience as punishing rather than rewarding, the more that student's self-esteem declines.

The more a student is forced to compete publicly against faster and more able peers in a curriculum whose standards are out of reach, the more likely it becomes that that student will fall victim to stress, low scholastic self-esteem, and dropout fever.

My state stresses college preparatory courses with their higher standards. If raising academic standards (increasing the number of testing competitions and curriculum requirements) meant providing optimum, sound learning, we'd have one of the lowest adult illiteracy rates and one of the highest high school graduation rates in the nation. But too many of our students find no relevance in those college preparatory courses and can't meet the demands they present.

It might actually improve the performance of troubled students to lower the hurdle for them—to focus more of their school time and eagerness on learning the fundamentals and enjoying the satisfaction of jumping even low barriers with confidence. This process may take a bit longer than letting them fall victim to unrealistic standards, but if we take the trouble to carry it out, these students will continue to leap higher and higher—and with great joy—throughout life.

Isn't it better to make standards more relevant than to simply keep raising them? Isn't it better that schools do the kinds of things that genuinely improve all students' motivation to learn instead of reserving most school honors for that favored few regarded as "the best and the brightest"?

I maintain that it's better to take time to let expert teachers fit the data to the learner than to pound learners into the mold of the data. And it's better to have ample time in schools for a moderate amount of joyful, quality learning that will turn students into lifelong, self-motivated learners than to mass-produce educational data, test scores, and diplomas.

I believe it's better to give all students curriculum options suited to their array of aptitudes than to insist that everyone must either master a rigidly structured, three-*R*s, college preparatory curriculum or be labeled worthless to society.

If American schools will pay less attention to competing for the highest academic standards and more attention to giving teachers and students more time to communicate together, we can hope to see an increase in student motivation and a decrease in both the illiteracy and the dropout rates.

NO

Billy Madison teaches health and driver education at Escambia County High School in Atmore, Alabama, near the Florida state line. A member of the Escambia County Teachers Association, Madison belongs to the Poarch Creek Tribe of Indians.

School-age children react to other people's expectations in much the same way as adults working in business and industry do: they accomplish no more and no less than is required of them. If we raise standards, students will respond to our increased expectations.

During my 24 years in the Escambia County school system, the number of Carnegie units required for graduation has increased from 16 to 22. Through the years, no noticeable increase in dropouts has accompanied these stiffer requirements.

Raising standards is a way to give students a better education, not cut them off from education—if it's done right. If all students are provided with early intervention programs in small instructional groups—and if they're offered appropriate and relevant curriculum choices—raising standards need not increase the dropout rate.

In our complex world, no one set of standards governs all students. In Alabama, secondary students are placed in one of two tracks of study: advanced and standard. Students in the advanced track get everything in the standard track, plus foreign language, advanced math, and advanced science classes. Those in the standard program get more elective classes. It's been my experience that students can succeed in one or the other of these tracks, depending on their abilities, as long as teachers expect them to succeed.

The same is true of students whose interests and abilities in middle and high school lie in vocational education programs or who are better served by alternative schools. Students in these programs can succeed as long as the programs have well-defined standards—along with teachers and administrators who will take the trouble to make sure they meet those standards.

But while we're keeping our standards high, we shouldn't forget that we do need an early-warning system to identify at-risk learners so we can respond effectively to their needs.

Alabama tests students for basic competencies in the third, sixth, and ninth grades. The state also administers graduation or exit exams which high school seniors are required to pass in order to graduate. The competency tests identify at-risk learners at an early stage so that later on they'll be able to pass the exit exam and graduate. The exit exams are a sort of fail-safe to make sure students don't graduate from high school unless they're literate.

The program's not without problems, however. Students can still enroll in community or junior colleges, for instance, without passing the exit examination. But that's the fault of the two-year colleges. They should be supporting the efforts of secondary schools to uphold standards.

Many of today's high school students bring to school greater academic capabilities than their peers of a decade ago. We should recognize these capabilities by pushing these students to higher levels of success. Other students should also be encouraged to be the best they can be. Teachers must believe their students can succeed. They must then share that belief with the students, implicitly and explicitly, in class and in talking with individuals.

Advancing academic standards advances public education. We should not blame students' failure on our laudable attempts to raise standards. In a world where so much conspires to keep our students out of school, insistence on higher standards is the proven formula for keeping them in.

States Impose Tougher Standards

In 1983, the landmark report *A Nation At Risk* sharply criticized the secondary school curriculum (especially the great number of elective courses), charging that "in effect we have a cafeteria-style curriculum in which the appetizers and desserts can easily be mistaken for the main courses."

Nearly every state responded to this indictment. In a 1985 study, the Educational Testing Service found that 41 states had set higher standards for the number and types of courses required for high school graduation. Except in two cases, the new standards were to affect the class of '89 at the latest. Four states had already instituted similar standards, while only five had taken no action and at that time planned none. By 1987, the percentage of high school graduates taking science, math, history, English, computer science, and foreign languages had risen appreciably.

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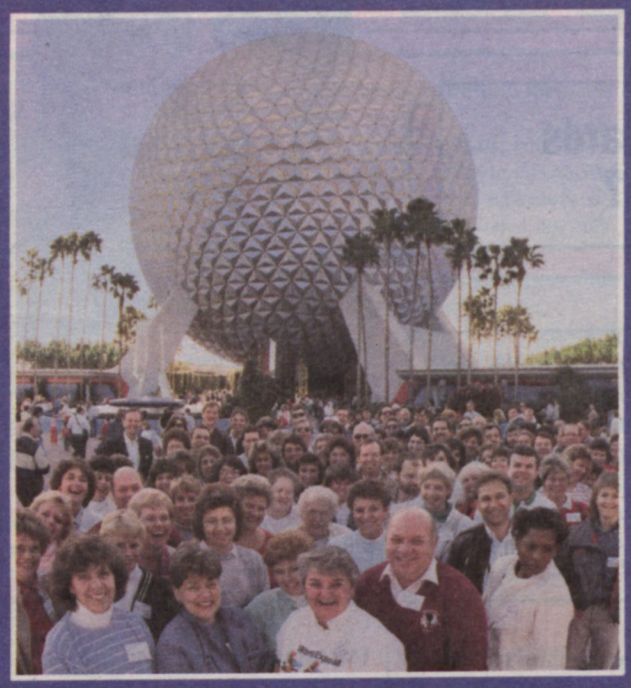

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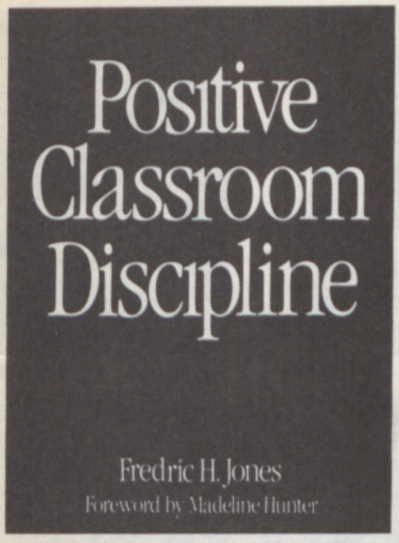

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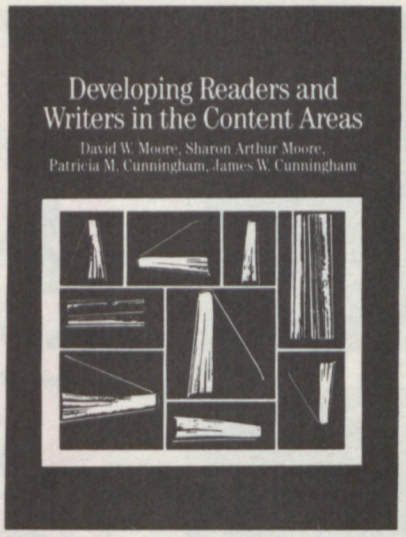
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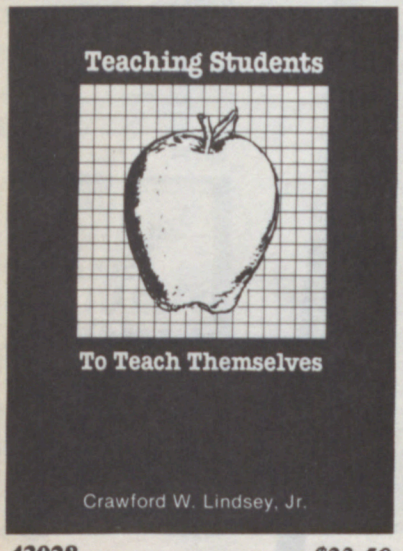

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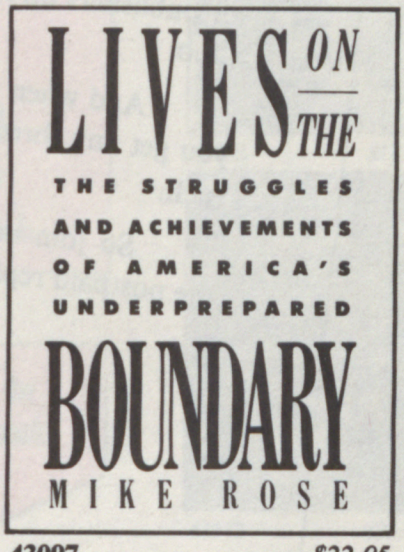

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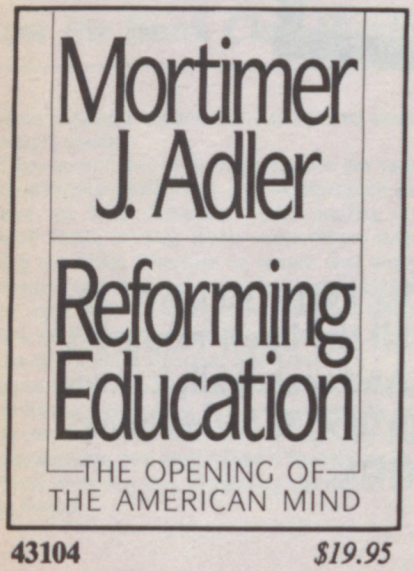

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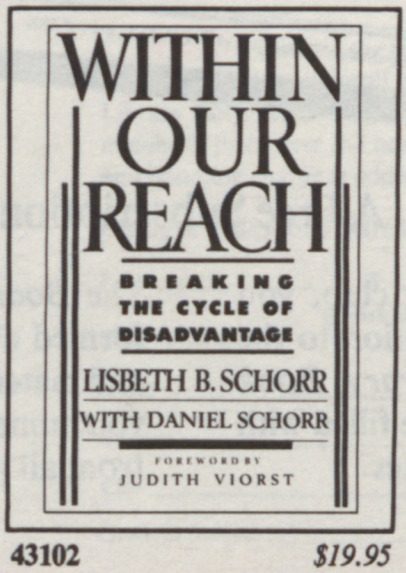

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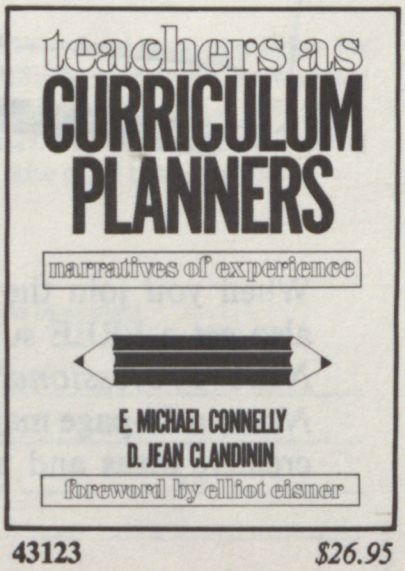

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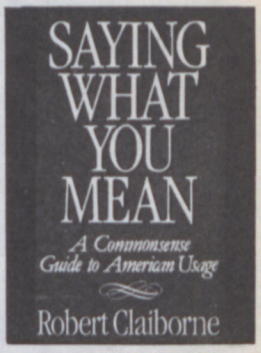

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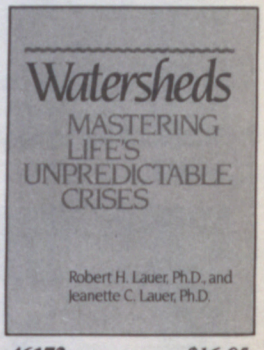

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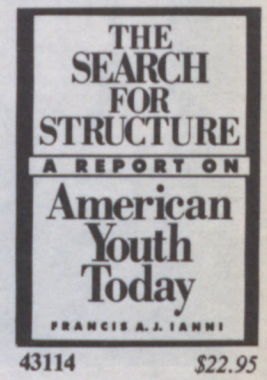

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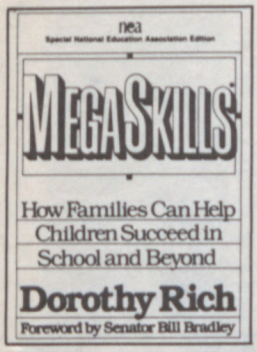

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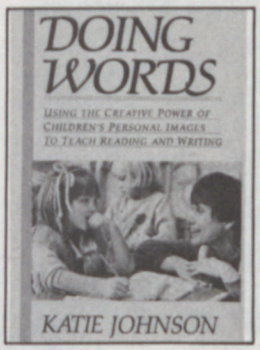

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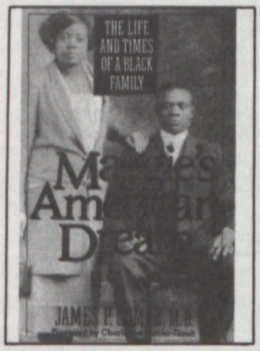

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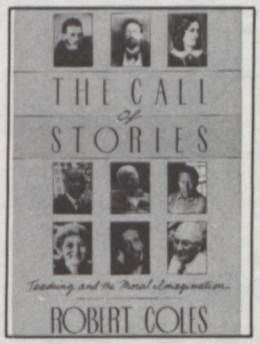

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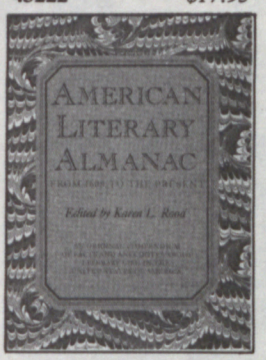

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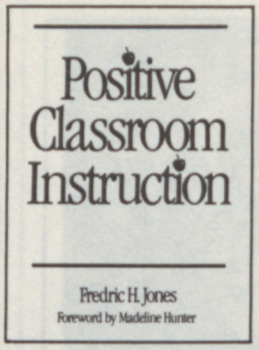

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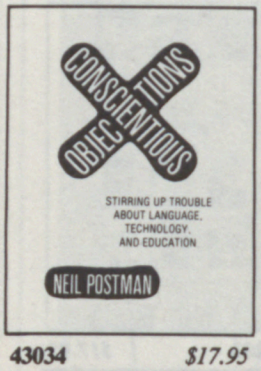

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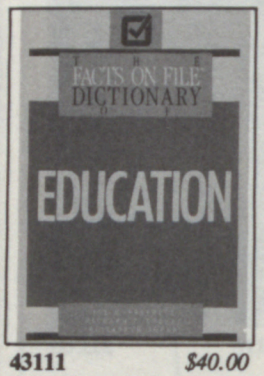

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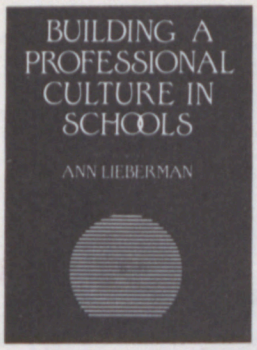

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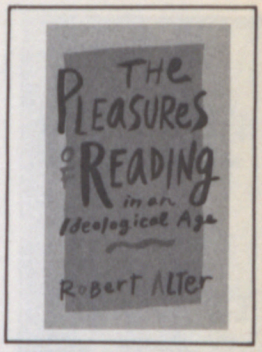

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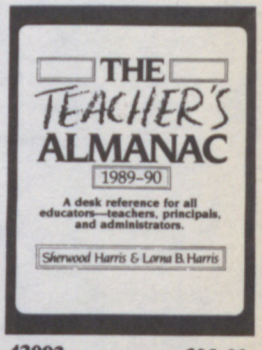
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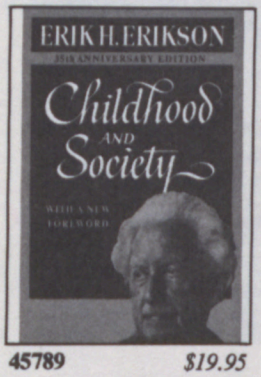

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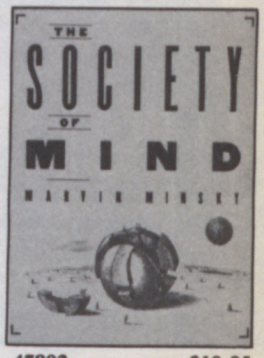

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